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January, March, April, May, and October*

JANUARY, 1929

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BULLETIN NUMBER 24

Abstracts of Unpublished Masters' Theses in the Field of Secondary-School Administration

Prepared by

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THE DEPARTMENT OF
SECONDARY-SCHOOL PRINCIPALS
OF THE NATIONAL EDUCATION ASSOCIATION

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Bulletin Number 24
ABSTRACTS OF UNPUBLISHED MASTERS'
THESES IN THE FIELD OF
SECONDARY-SCHOOL ADMINISTRATION

Prepared by
William C. Reavis and Russell L. C. Butsch
School of Education, University of Chicago

This bulletin is issued by the Department of Secondary School Principals. The Department is constantly seeking ways and means of making more generally available the results of completed research, especially in the field of secondary education. One major obstacle in the way of a wide dissemination of the results of research is found in the fact that many of the reports on research are placed in type-written form in libraries and are never printed in any book or magazine. With the profession of education demanding more scientific evidence as a basis for school procedure, there should be an increased effort to give wider publicity to the findings of research workers. The Department is pleased to sponsor this bulletin of abstracts of research studies prepared by Professors Reavis and Butsch because it makes available the results of some of the work of graduate students of the University of Chicago in the field of secondary education during the years 1927 and 1928.

It is hoped that this bulletin will arouse those engaged in the field of administration in the secondary schools to a consciousness of the value and the need of research in the field of secondary-school administration. It is also the hope of the Department that other institutions will follow the example set by the University of Chicago in the preparation of this bulletin, and thus aid in the efforts of the Department to make the results of research more generally available.

All communications for bulletins should be directed to H. V. Church, 3129 Wenonah Avenue, Berwyn, Illinois; J. Sterling Morton High School, Cicero, Illinois, Secretary of the Department of Secondary-School Principals of the National Education Association.

These bulletins are free to all members of the Secondary-School Principals.

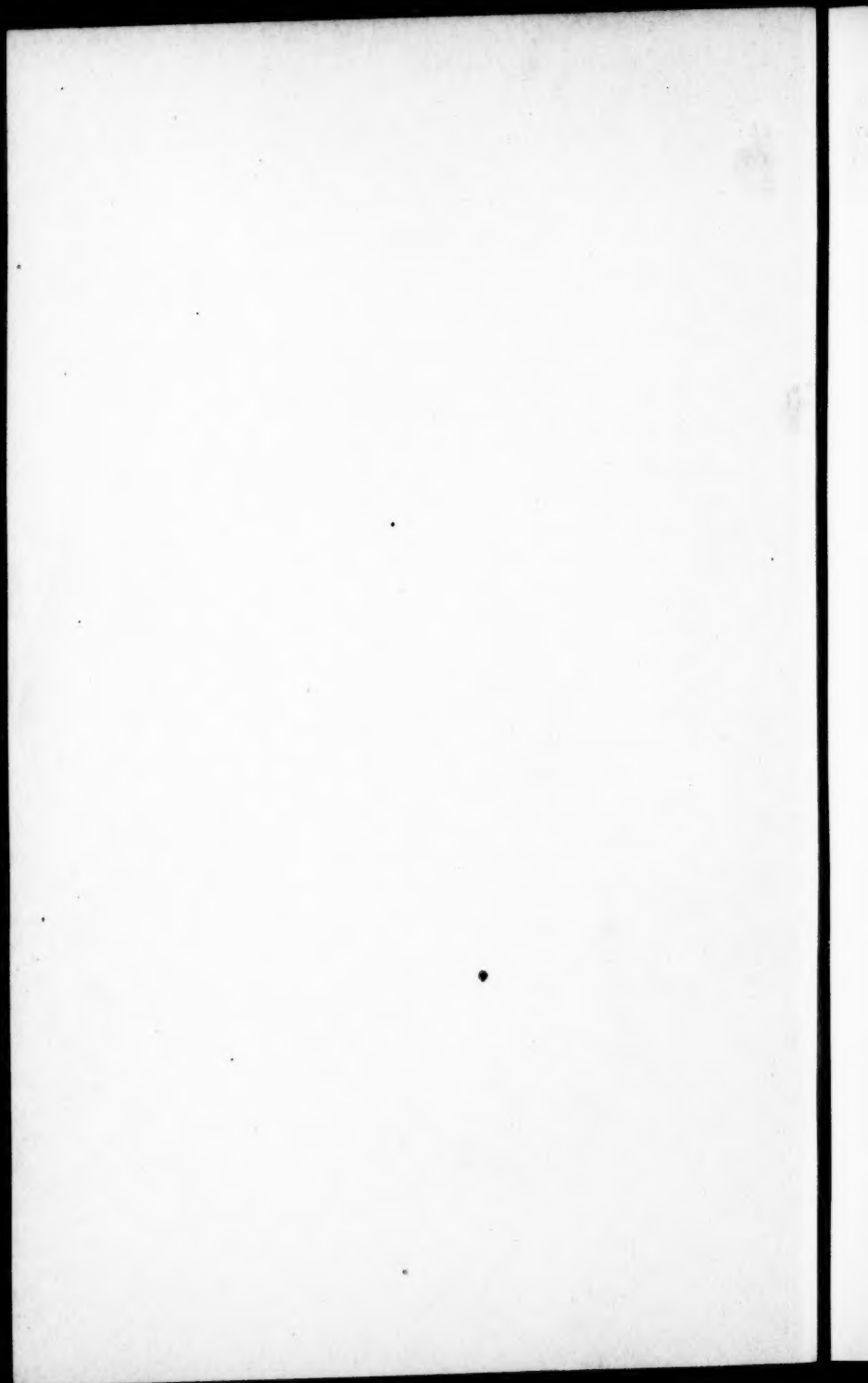


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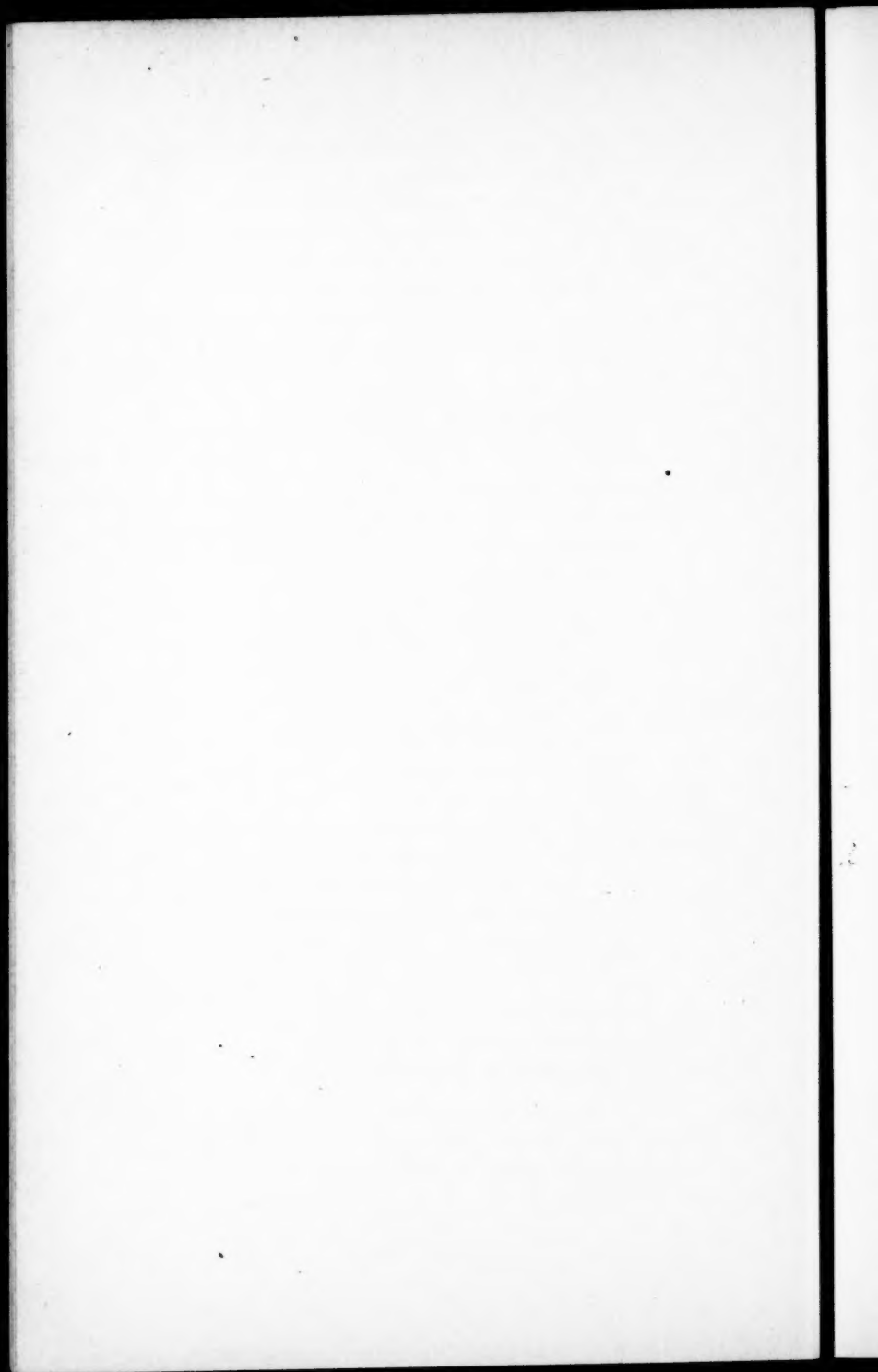
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I. PRINCIPALS AND THEIR DUTIES

1. Stullken, Edward Henry. *The School Principal as Revealed by School Surveys*. August, 1928. Pp. 78.

The purpose of this study was to determine the nature and scope of the work of the school principal as revealed by school surveys. An analysis of survey material revealed two types of information, first the status of the principalship as found by surveyors, and second the recommendations made concerning the principal. This study attempted an analysis of both types of information. It was based upon ninety-four city, three state, and three county surveys, which were made during the years 1911 to 1928 inclusive. The surveys were considered throughout in two groups, the year 1920 being chosen to separate the earlier and the later surveys which were approximately equal in number.

An analysis of the methods used by the surveyors indicates that they collected their data by means of observation, conference and interview, examination of reports and records, examination of laws and rules, and the use of the questionnaire. In interpreting their data they used comparison with current practices, reference to educational theory, reference to group opinion of surveyors, and comparison with practices in business.

Data were collected from the surveys in regard to the following questions: type of principal; nature of duties; allocation of duties; position of the principal; training and other characteristics; experience; and types of supervisory and administrative duties performed. In each case the findings and the recommendations were recorded.

The surveyors found that the principal was free from teaching duties in approximately one-half of the communities studied. They reported that the principal, in approximately two cases out of three, was purely an administrative officer without clerical help, usually engaged in the general management of his school, and usually gave only a little time to the actual supervision of classroom instruction. The principal's position was usually not well defined, his duties were not well allocated and his responsibilities not well prescribed. As a rule the principal was merely a promoted teacher with many

years of experience, who was inclined to be nonprogressive rather than an aggressive educational leader. The principal very often lacked the training necessary to do the work of a principal on a high professional level. The average salary reported was not high, and there was, on the whole, no sound basis for the salary schedule. The office and its equipment were often not conducive to the best work. Not much difference is revealed between the principal as found in the earlier surveys and the principal as found in the later surveys.

The surveyors recommended that the principal should be free from all teaching duties; that he should be a supervisory as well as an administrative officer. He should also be given clerical help. They have recommended a much better position for the principal than is usually found. They have also recommended that the principal should be made the supervisory and administrative head of his school, with his duties well defined and definitely allocated and with supreme authority in his school. They have recommended that the principal should be an educational leader who is aggressive and who has had specific training. The recommendations also suggest that the principal should have some outside experience and should be chosen only on the recommendation of the superintendent. The surveyors recommended that the principal should receive an average salary increase of approximately \$800 and that his salary should be based on his efficiency, training, and the size of his school, as well as on his experience. The surveyors have also recommended that the principal should have better office equipment but that he, in turn, should keep better records. While there are slight differences between the recommendations of the earlier and the later surveys, they do not seem to be significant.

There is a high correlation between the number of findings and the number of recommendations on the different problems, which indicates that the surveyors have, in general, attempted to suggest a remedy for undesirable conditions which they found.

On the basis of the findings and recommendations the writer drew a number of general conclusions, the most important of which are as follows:

The position of the principal is not recognized as it should be recognized in a great many of the cities surveyed.

The principal is one of the most important school officials, and his position is a strategic one and is in fact the key to the whole supervisory situation in the school system.

The principal is too often merely an administrator or a promoted teacher, and too often he has no special training for the highly technical work he should perform.

Data for the solution of many of the practical problems of a principal may be found in the school surveys.

There is a very sharp contrast between the principal described by the surveyors in their findings and the principal recommended by them. Educational theory as found in the surveys is far in advance of educational practice.

No great change has taken place in the status of the problems discussed in this report, during the time covered by the surveys. Indications are that the situation is improving but there is slight quantitative proof that much progress has been made.

2. Gray, Matthew Robert, *The Office Practices of High School Principals*. September, 1927. Pp. 153.

This study is an inquiry into the different methods used by high-school principals in administering the routine office work in their schools. The study is limited to certain definite, accessible phases of practice which can be treated quantitatively and statistically, namely; (1) office equipment, (2) blank forms, (3) methods of office routine, (4) arrangement of the office for privacy, (5) office hours, and (6) methods of handling correspondence.

The data were gathered from fifteen high schools in Kansas ranging in enrolment from 498 to 3,589. The schools were visited personally by the author and the offices were systematically inspected. Forms were examined, equipment checked and classified, and other information gained by direct questioning of the principals and their assistants. The data are summarized in twenty-three statistical tables. The study shows that all of the schools studied have administrative assistants, such as vice-principals, secretaries, or teacher assistants. The duties of the administrative assistants vary greatly in the different schools. The principals usually concern themselves chiefly with enrolment, supervising activities, making the school calendar, adjusting misconduct, rearranging schedules, and preparing articles for publication.

The office equipment usually includes a typewriter, adding machine, and a duplicator of some kind. Paper cutters, numbering machines, stamping machines, punching and riveting machines, and lettering sets are also usually found. There is an average of three desks to the office. Some offices have considerable filing space, but in general such space is limited. Chairs, wastebaskets, mail boxes, desk calendars, basket files, book cases and key racks are found in such quantities as to indicate that they are regarded by principals as essential equipment.

The author found 688 forms used by the fifteen principals which could be classified under 177 different descriptive titles. Only twelve of these titles are found in all of the fifteen different schools, and of these, five are standard forms used by certain state organizations which furnish the forms to the schools. Ninety-two of the 688 forms are used in one school only. Practically every phase of administration is represented by one or more forms and there appeared to be very little standardization. Five hundred fifty-one of the forms were found to differ from one another in important particulars.

The principals were found to devote a great deal of their time to the checking of the work of assistants; they find it difficult to hold to a definite schedule of office duties. The majority of the principals carry a large volume of correspondence and the size of the school did not seem to be a factor in determining the amount of correspondence. The correspondence is usually dictated to a secretary. Carbon copies are generally made of the replies, but they were usually not filed systematically. In fact, filing systematically was done in only a few schools. The author found that the methods of office procedure in the principals' offices did not resemble very closely the practices used in commercial offices.

II. BOARDS OF EDUCATION

3. Werner, Charles August, *The Personnel of Boards of Education of Public High Schools in Nebraska, 1927-1928*. August, 1928. Pp. 108.

From an analysis of the survey reports of public school systems it is evident that surveyors have paid little attention to the controlling

factor in the progress of public school administration, namely, the personnel of the boards of education. The purpose of this investigation was to determine who the men and women are that compose the boards which control public secondary education in Nebraska. (The boards of the two largest cities of Nebraska are omitted from the study). From what social classes do they come? What training do they bring to the task of determining the educational policies to be adopted by the schools? Have they the willingness and capacity to understand and adopt modern tested policies under proper executive leadership? What intellectual and moral equipment do they possess for bearing the responsibilities which the state has placed upon them? How much time do they devote to the duties which devolve upon them as member of boards of education? Are their vocational and political alignments such as to prevent them from being considered representative of the general interests of their communities? Adequate answers to the foregoing questions will enable the administrative officers in the secondary schools of Nebraska better to understand the school officials with whom they have to deal.

The investigation was made by means of a five-page checking-list questionnaire which was sent out to 500 superintendents in the state. Two hundred fifty-six, or 51.1 per cent, were returned and 246 were included in the data on which the study is based. Ten were excluded because of late return and inadequate information.

In tabulating the data for interpretation the boards of education were divided into five classes based on the classification of the public high schools made by the school laws of Nebraska. The schools ranged in enrolment from one to 902. They were divided in five classes and the number of board members is prescribed by law for each class. For example, Classes I and IV have six board members each. Classes III and V have three board members each and Class II has five board members.

The data considered warrant the following conclusions regarding the personnel of the boards of education for 246 public high schools in Nebraska.

1. The number of members on the boards ranges from 3 to 6. The boards of the smallest schools have the smallest number of members (3), while the boards of the intermediate sized and the largest schools have the same number of members (6).

2. School-board members in Nebraska are elected at large on a non-partisan ticket at annual school elections for a term of three years, except the county superintendent of schools and the county treasurer, who are members of the county board by virtue of their positions. After the annual election in 1928 the county superintendent and county treasurer will be elected for a term of four years.

3. The mean tenure of office of board members in Nebraska is 5.98 years. The range is from 1 to 33 years.

4. The average number of meetings annually of 224 school-boards is 12. The mean number of meetings annually of the school-boards of Class I is 13.8; of Class II, 10.6; of Class III, 10.5; of Class IV, 13; and of Class V, 10. The mean length of meetings is 2.29 hours, with a range of from 0.25 to 4 hours. Members of boards of education of 220 schools of all classes devote, on the average, 45 hours each to school-board duties annually.

5. Fifty-two and four-tenths per cent of 1176 school-board members of the public high schools in Nebraska serve without compensation. The range in percentage is from 43.1 per cent of schools of Class V to 70.2 per cent of schools of Class I.

6. The mean age of men on boards of education is 47.8 years. The mean age for women is 44.4 years. The range of ages for men is from 28 to 77 years, and the range for women is from 30 to 65 years. Women compose 6.1 per cent of 1230 board members.

7. Of 1227 board members, 98.1 per cent are married. Seventy-two and five-tenths per cent of 1224 board members have at least one child in the public schools. Ninety-two and nine-tenths per cent of 1212 board members own taxable real estate or personal property in the district in which they hold office.

8. Of 1206 board members of 236 schools, 15.4 per cent have less than an eighth grade education; 21.1 per cent have completed the eighth grade; 31.8 per cent have attended high school; 19.6 per cent have attended college; 2.3 per cent have done graduate work.

9. Only 18.8 per cent of 1230 board members are reported as having taught school.

10. Of 1230 board members, 96.1 per cent were reported as either being affiliated with some church or having a church preference.

11. On the average each board member in Nebraska is affiliated with 2.3 clubs and fraternal organizations. Thirty-seven different clubs and fraternal organizations are represented by 1192 board members with a total of 2737 memberships. Forty-two and two-tenths per cent of 1230 board members have held, in the recent past or are holding at present, some political office.

12. Twenty-seven and five-tenths per cent, or approximately one out of four, of 1217 board members are engaged as proprietors. Nine and two-tenths per cent are in professional service, 7.3 per cent in managerial service, 3.9 per cent in commercial service, 1.2 per cent in clerical service, 27.8 per cent in agricultural pursuits, 11.5 per cent in artisan-proprietor service, 0.8 per cent in building and related trades, 0.2 per cent in printing and related trades, 1.6 per cent in transportation service, 0.2 per cent in political service, and 5.6 per cent in miscellaneous occupations including housewives and retired citizens. Forty-nine and three-tenths per cent of all board members are farmers, merchants, bankers, and physicians.

13. Of 1178 board members, 1138, or 96.6 per cent, are American born and 40 or 3.4 per cent are foreign born. Sixty-four and three-tenths per cent of all board members are born of American parents.

14. Of 1001 board members of all schools, 33.7 per cent prefer the Democratic party, 61.3 per cent the Republican party, 1.6 per cent the Prohibition party, and .2 per cent the Socialist party. Three and two-tenths per cent have no party preference.

15. Superintendents rate 42.1 per cent of 1013 board members of all schools as conservative and 57.9 per cent as progressive in opinion. Of 1038 board members, 39.2 per cent are rated as excellent in openmindedness, 31.3 per cent as good, 17.3 per cent as fair, and 12.2 per cent as poor. Of 1075 board members, superintendents consider 91.6 per cent as successful in their present occupations. Superintendents consider the members of 76.6 per cent of 197 boards as representative of the best citizens of the community.

16. Only 38.6 per cent of the boards of education of the public high schools in Nebraska subscribe to educational magazines. The *American School Board Journal* is subscribed to more often than any other educational magazine.

4. Hurlock, Frances Boyd. *Power of Boards of Education to Make Rules Concerning Pupils and Teachers*. August, 1928. Pp. 125.

The purpose of this investigation was to determine from the study of numerous appellate court decisions, what rules or types of rules concerning pupils and teachers are usually held to be within the power of boards of education. No attempt was made to discuss constitutional or legislative provisions except to state their bearing in connection with certain cases.

Courts are slow to interfere with rules made by boards of education for the control of pupils at school, since at that time school officials stand in *loco parentis*. Boards of education may make any rules concerning pupils at school which are reasonable and not contrary to the express provisions of the law. They have no power to make a rule requiring menial labor of a pupil about the school premises. They may rule against any conduct in school which would tend to be insulting to, or hold up to ridicule, the school officials. They may make a rule forbidding pupils to leave the school grounds during the school day without permission. They may regulate conduct at school social affairs held at the building. They may have a general rule against misconduct without enumerating all possible items of such misconduct. The rules of the board need not be in written form. Boards may regulate, within reasonable bounds, the dress of pupils while at school, but cannot deprive a pupil of a high school diploma for refusal to wear the cap and gown at the graduation exercises. In most jurisdictions, it is held that boards do not have the power to rule that all pupils of a certain grade must take a certain subject even in opposition to their parents' wishes; on the other hand, parents' requests, if granted, must be reasonable and not interfere too seriously with the program of the school.

Boards of education have power to make reasonable rules concerning the admittance of beginning children which will prevent too much interference with classes but which will not deprive any child too long of school privileges. Boards may rule that children entering from private schools shall take examinations, and yet permit those from public schools to enter by presentation of credentials. They have no authority to refuse a child admittance because of his breach of discipline in another district. They have power to require a physical examination of pupils as a condition precedent to admittance. They may also require children, so physically defective as to

be a serious distraction to other pupils and the teacher, to attend a special school. Boards have power to pass rules to encourage regular attendance. A rule requiring tardy pupils to remain in a comfortable hall during opening exercises is reasonable. The board has power to set up reasonable standards and rules for promotion.

It is usually held that school boards have power to make a rule requiring vaccination or temporary exclusion if there is an epidemic of smallpox, present or threatening, even without specific authority from the law. When specific authority is given by the statutes or by a city charter, a board may make a rule requiring vaccination or exclusion regardless of the existence or impending threat of smallpox in the district. They may require as the method of vaccination, scarification from vaccine; and may demand a physician's certificate as proof of vaccination. They may temporarily exclude children, physically unfit for vaccination, during the prevalence of smallpox.

When the law fails to provide funds for the purpose, a board may rule that children, unless financially unable, shall pay a small incidental fee to provide for fuel, water, etc., for the school. They do not, however, have power to charge fees to children to help pay teachers' salaries. Neither do they have power to require children to pay for accidental damage to school property.

The courts are about evenly divided as to whether boards have power to permit Bible reading, singing of hymns, and prayers in the public schools. However, boards do have absolute power to prohibit at their pleasure all religious exercises, even to Bible reading, in the public schools. They may, on the other hand, rule that pupils may be excused for a few minutes each week for religious instruction elsewhere, when no school classes are missed and no credit for such instruction is given. They do not have power to allow high-school credit for Bible study, even though given elsewhere, if the school instructors give any time to supervising the syllabus used, examinations given, or the grading of papers.

School boards may make reasonable rules for the conduct of pupils off the school-grounds provided the conduct is such as effects directly the discipline and well-being of the school. It is generally held that boards, even in the absence of specific statutory authority, may make rules prohibiting membership in Greek letter fraternities and prevent participation in extra-curriculum activities as a penalty

for violation. In cases where the statutes have prohibited fraternities or have allowed boards to rule against any secret societies as they saw fit, the courts have upheld all anti-fraternity rules passed by boards.

A school board may prohibit participation in football even on Saturdays and away from school if the game purports to be under the auspices of the school. The courts in most jurisdictions hold that any publication by a pupil, which would tend to hold up to ridicule any school official, is a matter for discipline by the school. Boards also have the power to enact rules prohibiting any insulting remark made to a school official in the presence of other pupils even though such remark be made entirely away from the school and after the pupil has returned to his home. The courts hold that school officials may suspend or expel pupils for immoral conduct away from school if the acts are of general public knowledge and are so gross as to make the offender's presence in the school a bad influence on other pupils. Boards may prohibit pupils from attending picture shows during the school term on any nights except Friday and Saturday.

The courts uniformly hold that the school has very direct authority over the conduct of pupils on their way to and from school and may prohibit such acts as swearing, fighting, and abuse of other children, and may require pupils to go directly to their homes upon dismissal. Boards do not have the power to regulate the dress of pupils away from school except that of pupils who live in a school dormitory. Boards have authority to rule against truancy. The court has held that school boards cannot prohibit pupils from attending all parties during the school year. They cannot force students to stay at home and study at certain hours each evening. They cannot prohibit pupils from patronizing a particular merchant.

Boards of education may require teachers to reside within the district during the school term. However, they have no power to require a teacher to board at a designated residence. In case the statutes provide for dismissal of teachers for cause only a board has no power to make a rule that a female teacher must not marry during the school year. If, however, teachers agree as a condition to employment, not to marry because of the board's rule against employing married women, they are subject to dismissal if they violate the regulation. The board cannot enforce a rule requiring married teachers to sign their married names to school records. Boards of

education may require teachers to pass a reasonable physical examination. In addition, teachers may be compelled to observe the same rules regarding vaccination that apply to pupils. Notorious charges of immorality justify boards of education in discharging a teacher, whether or not the teacher is guilty.

In the absence of a contrary state law or order of the state superintendent, a board of education may permit the wearing of religious garbs by teachers in the school room; but if the statutes or the state superintendent prohibit such practice, boards have no discretion in the matter. A board may prohibit a teacher from conducting any religious exercise whatever in her schoolroom even to the reading of passages from the Bible. Boards of education may require teachers to comply with reasonable rules concerning non-partisan patriotic activities in the school. However, a board may not rule that a teacher must have no business relations with an alien enemy. A board has power to prohibit the open advocacy of a political candidate by a teacher in the schoolroom. However, they do not have power to prohibit a teacher from participating in a political campaign so long as his activities do not extend to the schoolroom.

A school board has no power to require each teacher who contracts with them to permit a portion of her salary to be deducted for use toward a retirement fund. However, where the statutes so provide, it has been held lawful to deduct a teacher's salary, forfeited on account of absence from duty, and apply it to a retirement fund. Where under statutory authority a teachers' voluntary retirement fund exists in a school, the board has no power under authority of a later statute, to change the conditions of the contract under which a teacher begins paying toward the fund. Neither does the board have power to set up an arbitrary plan of allowance and payment of pensions contrary to the provisions of the statutes. School boards have no power to assess fines on teachers for failure to carry out certain details in the operation of the school. If the statutes provide that teachers shall receive pay for attending institutes, a board has no power to pass a rule and place it in a teacher's contract, that she will not receive such pay.

In the absence of a stipulation in the contract, a board has no authority to require a teacher to do the janitor work for the school. It cannot transfer a teacher from a position as an instructor, to that of truant officer. Neither does it have power to transfer a teacher

to a department for whose subjects she is not licensed and for which she was not employed. Where the statutes do not prohibit, a board may force a white teacher to teach the "separate" or colored school if her contract reserves the right to the board to place her where they may see fit for the good of the system.

A board is held not to have authority to require a teacher to see that the pupils "do not flirt" upon the streets and to perform other similar unusual duties not customary in other districts. The board of education is acting beyond its power when it requires a teacher, under penalty of dismissal, to open school on a specified date regardless of any brief unavoidable delay on her part. A school board has power to prohibit teachers from holding membership in a teachers' organization affiliated with a trade union if the teacher is made aware of the rule when she accepts employment. Courts have uniformly upheld boards of education in rules requiring teachers to be reasonably prompt and regular in attendance to duties. School boards have power to reserve to themselves final authority as to matters and methods of disciplining and punishing pupils.

5. Smith, James Wilfred. *Judicial Decisions Relating to the Contractual Powers of School Boards*. September, 1927. Pp. 79.

This is a study of the principles of common law relating to the expenditure of money by school boards. The data were obtained from the decisions of the State Supreme Courts, and the Federal Supreme Court. The subject is considered under the following heads: general contract construction; contracts relating to property; contracts relating to employees; and miscellaneous contractual powers.

It is impossible to formulate a general principle or criterion by which certain acts or conduct constitute a proposal upon which a binding contract may be made without further action from the party from whom it proceeds. Plans and specifications must be prepared in advance for a sufficient length of time to give all who wish an opportunity to prepare their bids. They must be sufficiently definite and explicit for bidders to prepare their bids on common grounds. The language of the bid must be definite and state the cost to furnish the subject of the bid. The board's discretionary power in allowing the bid to the lowest responsible bidder will not be reviewed by the courts unless there is evidence of fraud. Statutory requisites must

be complied with in order to create liability. Before a proposal can be considered a contract there must be a meeting of minds of both contracting parties. Contracts which are entered into without formal meeting of the board are invalid. Board members must have notice of special meeting of the board. Contracts which are illegal cannot be ratified. However, contracts made with an irregularity may be ratified by the proper person, provided they could have been made in the first instance. Contracts in which an officer or member of the board is interested are invalid. The intent of the parties must govern in a contract. Contracts may be modified or rescinded in the same manner as they were entered into. School districts may be liable under an implied contract.

Land will not revert to the original owner when no longer needed for school purposes unless provided for expressly and in explicit terms in the deed of conveyance. The school board may rent such buildings as are necessary to carry on their work. Paying rent to a church organization is not an appropriation or aid to a church from the public fund. The courts are not agreed as to the meaning of the terms "furniture," "appendage," "apparatus," or "appliance." The terms apparatus and appliance, by weight of authority, are construed to mean articles used in school, by the teacher, to instruct the pupils. The term appendage is being given a broad interpretation in later years. The school board has no power to supply textbooks free to the pupils unless express authority is found in the statute for such action.

The board may contract for the services of an employee (in the absence of statutory limitation) for a term extending beyond the existing membership of the board. School boards are not confined to the appropriation levied by the municipal corporation, for school purposes, in the absence of statutory provision. Contracts of an unlicensed teacher are invalid and an unlicensed teacher cannot recover for his services. If a teacher secures a license before he begins his work the courts hold that he has satisfied the law requiring the board to employ no teacher without the proper certification. The weight of authority holds that boards of education may dismiss a teacher according to the wording of his contract. Teachers are entitled to compensation during the time school is closed due to an epidemic. Counsel may be employed by the board to sue, or when sued, but it must be in the interest of the district.

The board of education has no power to maintain a clinic although it may employ doctors and nurses to inspect the sanitary conditions of the buildings and health of the pupils. The board has no implied power to convey pupils to and from the school; such authority must be found expressly in the statutes. Although there are too few cases to make a general statement, the indications are that boards of education will be allowed by the courts to carry group insurance for the teachers. Whether property exempt from taxation is or is not liable for local assessments for improvement depends largely upon the meaning a court will attach to the terms "taxation" and "assessment for local improvement," but the weight of authority seems to be that school property is to be exempt from assessments for local improvement.

III. ADMINISTRATION OF THE TEACHING STAFF

6. Bates, Daniel Abel. *The Relation of the Size of Class to the Efficiency of Teaching*. August, 1928. Pp. 44.

This study is an attempt to determine what relation, if any, the size of class bears to the efficiency of teaching. It is based on the data for seven promotion terms in a certain school in Montreal, and includes ninety-four classes taught by twenty-one different teachers. The measure of pupil achievement used is that of the marks obtained on examinations prepared by the city officials. The classes were divided on the basis of size into three approximately equal groups, the small classes containing an average of 21.7 pupils, the medium classes an average of 30.7 pupils, and the large classes an average of 40.1 pupils.

The data showed that in arithmetic the average mark earned by the pupils in the small classes was 65.1; in the medium, 67.4; and in the large, 71.9. In some subjects there is a slight decrease in average mark as the size of the class increases, and in others there is a slight increase. For all subject the averages for the different size groups were: small, 73.9; medium, 74.0; large, 74.5. The correlation between the number of pupils in a class and the average marks of the class was, for arithmetic, $.495 \pm .05$; for all subjects, $.148 \pm .05$. From these data it seems possible to conclude, at the very least, that increasing the size of class does not decrease the efficiency of the teaching. An examination of the records of individual teachers with classes of

different size indicates that class size is not an important factor, but that the intelligence of the pupils is the factor which determines the average marks received.

An analysis of the work in arithmetic of the pupils in the classes of various size indicates that all of the pupils in the large classes do better than the pupils of corresponding percentile ranks in the other groups. For example, 31.4 per cent of the pupils in the large classes, 21.2 per cent in the medium classes, and 15.8 per cent in the small classes received marks above 80 per cent. In all subjects combined a larger percentage in the large classes received marks below 65, and a larger percentage received marks above 80 than in the small classes. In other words, in the small classes more of the pupils received marks near the center of the distribution. An examination of the records of pupils who had been in both small and large classes indicated that the bright pupils made somewhat better grades in large classes, while the dull pupils made somewhat better grades in small classes.

Observation of the various classes indicated that both the teachers and the pupils in the large classes were more alert and active. It was found, also, that the teachers of large classes do not work any longer hours than those with small classes, but instead give different types of written exercises. Records of attention were obtained in a number of classes, and it was found that 8.3 per cent of the pupils in the small classes, 9.2 per cent in the medium classes, and 5.8 per cent in the large classes were inattentive. Although there was considerable difference in the ability of different teachers to maintain attention, this difference does not influence the results since all teachers had classes in at least two size groups. An analysis of the teaching procedure showed that teachers developed independently improved methods for use in the larger classes. Apparently the pupils also learn more effective methods of work, some of which later carry over when they are transferred to a smaller class. The pupils also were found to be more interested in the class work when in large classes than when in smaller classes.

7. Rambo, William Lester, *Salaries, Training, and Tenure of Administrators and Teachers in the Smaller Accredited High Schools in Kansas, 1926-1927*. September, 1927. Pp. 172.

The purpose of this investigation was to make an analytical and comparative study of salaries, training and tenure of administrators

and teachers in the smaller accredited high schools in Kansas. The investigation was limited to rural high schools and high schools in third class cities.

The data were secured from the reports of the individual schools to the State Superintendent of Public Instruction for the year 1926-1927. The statistical method was used throughout the study, the data being presented in great detail in seventy-six tables.

The size of the school was found to be a more important factor in determining the salaries of superintendents and principals than the amount of training or length of tenure. Salaries of the professional staffs of these high schools do not increase continuously nor proportionately during the length of tenure. The median salaries of high-school principals in cities show no continuous increases from year to year. The median annual salary of all teachers employed in the smaller accredited high schools in Kansas was found to be \$1399. The salaries of men teachers are higher than the salaries of women teachers. The median annual salaries are \$1606 and \$1372 respectively. The vocational men teachers receive higher salaries than men teachers of either academic or combinations of academic and vocational subjects. Relatively few individual teachers in either type of school hold master's degrees. Approximately 88 per cent of all teachers have the bachelor's degree but less than 8 per cent have exceeded this amount of training. Tenure of both men and women teachers is relatively short. There is a large annual turnover in the personnel of both men and women teachers in these high schools and only 50 per cent of all teachers have remained in their present positions for a term of two years or longer. A definite system of granting salary increases to individual administrators and teachers based primarily on the degree of success achieved while in their respective positions is needed. This would tend to lengthen the term of tenure. Since practically all administrators and teachers hold the baccalaureate degree while few have secured training beyond the bachelor's degree the factor of professional preparation should merit more consideration in determining salaries and salary increases.

8. Weaver, Olney Serensus, *Remedial Measures Used in Connection with Teachers in Service*. September, 1927. Pp. 111.

This thesis presents a study of remedial measures used in connection with the training of teachers in service. The purpose of the

study was to discover the difficulties encountered by teachers in teaching and to determine the remedial treatment for certain specific difficulties in teaching. A supplementary study of procedures and activities of good teaching is used as a criterion for judging difficulties.

The data for the study were obtained by personal observation. The usual procedure was for the observer to enter the classroom just before the beginning of the class period and to seat himself in as unobtrusive a manner as possible so as not to disturb the teacher nor attract the attention of the pupils. When it was convenient to do so, the observer seated himself at the side of the room where he could observe the pupils and at the same time not make himself conspicuous. The observer also chose a position which was such that the work of instruction could be clearly seen. Occasionally, it became necessary for him to go about the room to see the work of individual pupils in order that he might know to what extent the teacher's directions were carried out. The greatest care, however, was taken never to do this in such a way as to embarrass the teacher or interfere with her work.

The observer did not take notes in the room except when he had the assurance of the teacher that the procedure would not disturb the work of instruction. Where notes were not taken in class the observer wrote them immediately after his visit. These notes concerning the difficulties, together with the name of the teacher observed, the class, and the date were placed on a blank devised for the purpose.

The visits upon which these data were based lasted one full class period and varied from thirty-five to fifty minutes in length. Each teacher's work was observed for one full period approximately every three weeks during one school year. Following each visit the data collected during the visit were carefully analyzed and reviewed by the observer. A substitute teacher was employed by the board of education to take charge of the classroom, which provided ample opportunity for the teacher to have a conference with the observer. It was during these conferences that the difficulties observed in the previous lesson were discussed and remedial treatment considered. The conferences lasted from fifteen minutes to one hour depending on the nature of the difficulties and the interest of the teacher.

The study was based on 500 class room observations. The investigation extended over a period of six years and includes the work of

fifty teachers in elementary and secondary schools. A check list on the observer's list of difficulties was made by securing from 311 teachers, lists of the difficulties which they encountered in teaching. This list helped both the observer and the teachers observed to identify difficulties which might have been overlooked. The criteria for good teaching frequently served as remedial measures for the difficulties identified during the classroom visitation. Seven plans were employed to remedy the difficulties discovered, (1) teachers meetings, (2) the study of professional literature, (3) self criticism, (4) pre-conference work, (5) constructive criticism, (6) demonstration teaching, (7) directed observation.

The writer presents, as one part of the study, typical cases which give in detail, the difficulties encountered and the remedial treatments employed.

On the basis of the data accumulated, the following conclusions were offered:

(1) In the schools studied remedial treatment for specific difficulties of teachers was applied in individual cases and as a result of the treatment certain specific results were achieved. The results of remedial treatment are given. Sixty-seven and four-tenths per cent of all the difficulties yielded to the first remedial treatment, which shows that for the majority of difficulties the remedial treatment was effective the first time. Nineteen and six-tenths per cent of all the difficulties required a second remedial treatment before yielding to correction. These data indicate that a second remedial treatment was not nearly so effective. Six per cent of all the difficulties occurring required a third treatment, showing that remedial measures were less effective than in cases where one or two treatments were required. The total percentage of difficulties requiring fourth, sixth and seventh remedial treatments was very low. Four and two-tenths per cent of all the difficulties persisted through the tenth visit without yielding to remedial treatment.

(2) Wide variety in the spread of difficulties and great difference in the frequency of occurrence were obvious in this study. Two difficulties, the lagging of class interest and inadequate assignments, occurred in about one-half of the cases studied. The least frequently mentioned difficulties, which occurred in about one-sixteenth of the cases studied, are the following: pupils lacked purpose for work; pupils came to class late; and teacher stood aloof from pupils.

(3) The efficacy of remedial measures applied to specific difficulties varied in individual cases. The most persistent difficulties were: pupils were unprepared; class interest lagged; pupils played truant; difficulties in discipline; and difficulties in the use of correct English. The least persistent difficulties were the following: difficulties in questioning; habits of neatness; flattered pupils; poor ventilation of room; and failure to commend pupils for satisfactory efforts.

(4) Remedial measures were effective in overcoming difficulties of teachers in service. This study presented remedial measures which were effective in overcoming difficulties experienced by fifty teachers who were observed and treated in service. Representative measures were given in the case studies.

IV. PROBLEM PUPILS

9. Halstead, Carl Nelson. *A Study of Over-age Pupils in High School*. August, 1928. Pp. 108.

This is a study of 202 over-age pupils in Grades X and XI of the three high schools of Winnipeg. For the purposes of the study an over-age pupil is defined as one who had been in continuous attendance at school since the age of six years, and who had attained the age of sixteen years and six months before entering Grade X, or seventeen years and six months before entering Grade XI. There were 122 such pupils found in Grade X, and 80 in Grade XI. The study attempted to answer the following questions: What is the mental ability of the over-age pupils? What are the outstanding will-temperament characteristics of the over-age pupils? To what extent are the over-age pupils successful in their academic work? What is the relationship between these various factors? The Otis Self Administering Test of Mental Ability, Higher Examination; the Terman Group Test of Mental Ability, Form A; and the Downey Group Will-Temperament Test were used to obtain the data of the study. In addition the school marks of the group were obtained.

The correlation between the two tests of mental ability was found to be $.819 \pm .016$. On the Terman test the scores of the tenth grade pupils ranged from 55 to 192 with a median score of 134. The median for that grade according to the published norms is 122. For the eleventh grade the scores range from 72 to 202, with a median

score of 149.5, as compared with a norm of 138. When the I.Q.'s were computed it was found that in the tenth grade 53 pupils had I.Q.'s above 100, and 67 below 100. The range is not large and the median is 98.8. In the eleventh grade only 24 pupils had I.Q.'s below 100, while 56 were above 100. The median for this grade was 104.1.

The results on the Otis Test were quite similar. The median score of the tenth-grade pupils is approximately 41, and that of the eleventh-grade pupils is 43.9, both of which are higher than the norms for those grades. However, when I.Q.'s are computed, it is found that in Grade X 53 have I.Q.'s of 100 or above, and 69 below 100, while in Grade XI 50 have I.Q.'s of 100 or above, and 30 below 100. The median I.Q.'s for these grades on this test are: Grade X, 98.7; Grade XI, 103.1. In both the tenth and eleventh grades the median score of the boys was somewhat higher than that of the girls on both tests.

On the Downey Will-Temperament Test a median score of slightly over fifty per cent of the possible total score was obtained by the over-age pupils of each grade. The median score of pupils in Grade XI is slightly higher than the median score of pupils in Grade X. This does not appear to be due to the difference in age, because when all seventeen year old pupils are compared with all eighteen year old pupils it is found that the mean of the sum of the medians is exactly the same for the pupils of both ages.

An analysis of the different groups of tests indicates that the eleventh-grade pupils score lowest on the speed and fluidity of reaction test, second on aggressiveness, and highest on carefulness and persistence. The tenth-grade pupils score lowest on the tests of aggressiveness, second on the tests of speed and fluidity of reaction, and highest on carefulness and persistence. An analysis of the individual tests reveals the fact that pupils in the eleventh grade excel in speed of decision, self-confidence, finality of judgment, interest in detail, coordination of impulses and volitional perseveration, and that the pupils of the tenth grade excel in speed of movement, freedom from load, flexibility, motor impulsion, non-compliance, and motor inhibition. In each grade the highest scores among the individual tests are obtained on the tests of self-confidence, interest in detail, and speed of movement. Flexibility stands at the bottom of the list for both grades, and motor impulsion next to the bottom.

The scores for boys and for girls on the different tests are very similar. The girls have slightly higher mean scores for speed of movement, freedom from load, speed of decision, self-confidence, non-compliance and volitional perseverance. The boys excel in the remaining tests.

The academic success of the pupils was judged by the marks they obtained on the regular examinations, sent out by the Province of Manitoba, on which the pass mark is 50 per cent. In the eleventh-grade group of over-age pupils, out of 639 examination papers written, 31.45% were failures. The average mark made on all papers was 56.78. In the tenth grade group, out of 958 papers written, 33.71% were failures. The average mark was 54.36. An analysis of the marks in individual subjects indicates that in the tenth grade the average marks varied from 70.1 in Music, 69.2 in Domestic Science, and 68.6 in Mechanical Drawing, at one end of scale, to 49.7 in French, 49.8 in Algebra, and 50.8 in Science, at the other end. In the eleventh grade the average marks varied from 64.7 in Domestic Science, and 60.4 in Literature, to 47.3 in French Grammar, 50.4 in Latin Authors, 50.4 in Latin Grammar, and 50.5 in Algebra. The percentage of failure for the tenth grade varied from 48.3 for Algebra, 44.2 for French, and 44.1 for Geometry, down to 0.0 for Art and Domestic Science. In the eleventh grade the range is from 59.4 in Latin Grammar, and 53.8 in French Grammar, to 7.6 in Domestic Science, and 10.6 in Composition. It is obvious that the over-age pupils have more difficulty with certain subjects than with certain others.

When correlation coefficients were computed between the various factors it was found that scores on the Otis Test correlated .075 with average school marks; and .076 with total scores on the Will-Temperament Tests. The correlation of average school marks with total scores on the Will-Temperament Test was found to be .185; with total scores on speed and fluidity of reaction it was .234; with total scores on tests of aggressiveness it was .024; with total tests for carefulness and persistence of reaction it was .065. With individual test scores the correlation was equally negligible. When two groups of pupils of the same age, but with scores on the will-temperament test which differed greatly, were compared, the following data were found: The group whose total will-temperament scores ranged from 42 to 49 had a mean I.Q. of 96.2, and an average school

mark of 51.4. The group whose total will-temperament scores ranged from 80 to 89 had a mean I.Q. of 98.2, and an average school mark of 54.5. This indicates that for these extreme cases there is some correlation between the three factors.

10. Reyner, Floyd Audrain, *The Diagnostic and Remedial Treatment of Problem Cases in a Rural Community High School*. June, 1927. Pp. 130.

The writer of this thesis was the principal of a rural consolidated high school which received its pupils from a small village school and sixteen one-room rural schools. On account of the inferior character of much of the elementary school work the maladjustment of the pupils on entering high school was very great. Not infrequently fifty per cent of the pupils in the ninth grade were maladjusted. The situation required careful diagnostic study of the causes of maladjustment in individual cases and appropriate remedial treatment.

The thesis consists of case studies of twelve serious problem cases. Tests were administered, study habits were analyzed, case histories were obtained and personal conferences were held frequently with the pupils. From the data assembled a diagnosis was attempted and remedial measures were undertaken. The results obtained were then reported for the cases studied.

Ten of the twelve cases showed definite measurable improvement as a result of the efforts to remedy the causes found to interfere with the school progress of the pupils. Two cases failed to make any improvement from the treatments prescribed.

The technique employed by the writer is minutely described and all of the test results are reported. The outcomes of the study are sufficiently encouraging to warrant teachers and administrators to employ similar procedures in the study of problem pupils.

11. Sheppard, Edwin Telfer. *A Study of the Records of Two-Hundred-Nine Unsatisfactory Students of a Freshman Class in the University of Chicago*. September, 1927. Pp. 70.

This is a study of a number of data from the records of three different types of unsatisfactory freshman students at the University of Chicago. The data for the study were obtained from the permanent record sheets of the students, the application blanks which were

filled out when the students applied for admission, and the student record cards. Of the students included in the study, 97 were in residence on probation, 60 were out of residence on probation, and 52 had been dismissed by the end of the freshman year. In the class as a whole 72 per cent of the 745 students did satisfactory work during the first year.

A study of the high-school records of these students revealed the fact that of the students in school on probation 40.4 per cent were in the upper third of their high-school class, 49.1 per cent in the middle third, and 10.5 per cent in the lower third. Of those who were out on probation, 32.4 per cent were in the upper third, 64.9 per cent in the middle third, and 2.7 per cent in the lower third. Of those who were dismissed, 34.5 per cent were in the upper third, 48.3 per cent in the middle third, and 17.2 per cent in the lower third. In the case of each of the three groups between 55 and 60 per cent failed in no high-school subject, 35 to 40 per cent failed in one or two subjects, and only about 5 per cent failed in more than two subjects. In all three groups about the same percentage participated in high-school activities, although a slightly larger percentage of those dismissed than of the other groups participated. The members of the three groups were given about the same proportion of high and low ratings on attitude by their high-school teachers. In the ratings on purpose given by the high-school teachers the group in residence on probation had a slightly larger percentage of high ratings.

On the psychological test given when the students entered the University, 10.5 per cent of the group in residence on probation had ratings of 70 or above, 26.3 per cent ratings from 50 to 70, and 63.2 per cent ratings below 50. Of the group out on probation, 12.2 per cent had ratings of 70 or above, 17.1 per cent from 50 to 70, and 70.7 per cent below 50. Of the group dismissed, 2.6 per cent had ratings of 70 or above, 15.8 per cent ratings from 50 to 70, and 81.6 per cent below 50. It is thus clearly indicated that the group dismissed scored materially below the groups on probation, on the psychological test.

When the ratings on ability given by the high-school teachers were compared, it was found that practically 55 per cent of each group had been given the highest ratings. Of the group in residence on probation 19.7 per cent had been given second rating; and 33.3 per cent a rating below second. Of the group out on probation, 5.9 per

cent had been given second rating, and 39.2 per cent a rating below second. Of the dismissed group, none had been given second rating, and 45.8 per cent a rating below second.

In the freshman class of which this group were members, there were 55.2 per cent men, and 44.8 per cent women. In the unsatisfactory groups 60.8 per cent were men and 39.2 per cent women. The men, therefore, provided more than their proportion of unsatisfactory students. Of the men in this group 54.3 per cent were in residence on probation, 18.9 per cent out on probation, and 26.8 per cent dismissed. Of the women, 34.1 per cent were in residence on probation, 43.9 per cent out on probation, and 22.0 per cent dismissed. This difference between men and women could not be accounted for on the basis of difference in mentality, as the comparison of the scores on the psychological test indicated almost exactly the same distribution of ratings for men and women. An analysis of the high-school records indicated that the women were more often found in the upper third and the middle third of the class; and also that they had fewer subject failures than had the men. The high-school teachers also gave a much larger percentage of the women the highest rating on ability, and a much larger percentage of the men ratings below second. The ratings on purpose as given by the high-school teachers were very similar for the women and men.

A considerable difference was found between the amount of employment of the men and women during their first year at college. Of the men, 47.2 per cent were not employed while 78.1 per cent of the women were not employed. Twelve and six-tenths per cent of the men were employed two hours a day or less, as compared with 6.1 per cent of the women. Employment of more than two hours daily was reported for 39.4 per cent of the men, and 13.4 per cent of the women.

It was found that the students of the unsatisfactory group were inferior to the class as a whole so far as indicated by their rankings in their high-school classes, by the number of subjects failed in high school, and by ratings on ability by high-school teachers. There was no apparent difference between the groups in the matter of participation in high-school activities.

On the psychological examination, 31.5 per cent of the class as a whole made percentile ratings of 70 or above, as compared with 9.1

per cent for the unsatisfactory group. Ratings between 40 and 70 were made by 39.4 per cent of the entire class, and 36.1 per cent of the unsatisfactory group. Ratings below 40 were made by 29.1 per cent of the entire class, and 54.8 per cent of the unsatisfactory group.

An investigation of the chief college activities of the students gave little indication that college activities were a factor in producing or preventing scholastic failure. A study of the number of books read and the number of magazines taken in the homes gave some indication of a positive correlation between the culture of the home and success in college work. More of the students in the unsatisfactory group engaged in work during their vacations than was true of the class as a whole. A study of the occupations of the fathers gave little indication of a relationship between that factor and college success. A study of the nationality of the mothers did not indicate that this factor was related to college success.

Out of this unsatisfactory group 97 entered the University for a second year's work. At the close of the second year 20 were in residence in good standing, 1 was out in good standing, 30 were in residence on probation, 11 were out on probation, and 35 had been dismissed. Of the 209 students in the unsatisfactory group included in this study, only 9.5 per cent were in residence in good standing at the end of the second year. At that time, only two of these students had reached a safe margin and seemed to be working normally.

V. COMPARISON OF GROUPS OF SECONDARY SCHOOL PUPILS

12. Evans, Evan Elmer. *A Comparison of the Relations between Activities and Scholarship of High-School Pupils in Rural and Urban Communities*. August, 1928. Pp. 91.

The purpose of this study was to determine the relationship between the points earned in extra-curriculum activities and the semester marks of pupils of rural and urban communities attending the same secondary school; and to determine the relationship between activity points and intelligence quotients. The data were obtained from the records of the pupils in the high school at Winfield, Kansas. This school has an elaborate plan for awarding points for every kind of extra-curriculum activity engaged in by its pupils, the number of

points in each case being determined by the importance of the activity. Thus, president of the student body is awarded 25 points; class president, 15 points; minor officers in the home-room organization, 3 points; business manager of junior high school play, 2 points; etc. Scholarship is measured as follows: A, B, C, and D for satisfactory work, and F for failure. The grades of A and F are each given to about 7 per cent, B and D each to about 24 per cent, and C to 38 per cent of the pupils. This distribution is not required. The data for each pupil concerning both scholarship and extra-curriculum activities were obtained from records kept by the home-room teachers.

Each class was divided into two groups on the basis of the number of activity points. An analysis of the data from this standpoint indicated that in the case of each grade the median number of activity points for the upper half of the urban group is greater than the corresponding median of the upper half of the rural group. The median number of activity points for the lower half of the urban group for each grade is also greater than the corresponding median of the lower half of the rural group of the same grade.

A study of the number of pupils in each group who received grades of "A", "B", etc., revealed the fact that in practically every case the half of a group earning the larger number of activity points also received more "A" and "B" marks and less "F" and "D" marks than did the lower half of the same group. There were thirty-two of these comparisons, and in only four cases was the advantage in favor of the lower group. These four cases all occurred in the twelfth grade. In the ninth and tenth grades the urban pupils in either half of the grade received better marks than did the rural pupils in the corresponding half. In the eleventh and twelfth grades, the urban pupils of the upper half received more high marks than did the rural pupils of the same half, but they also received more low marks. In each of these grades the urban pupils of the lower half obtained better marks than the rural pupils of the corresponding half.

The correlation between activity points and semester marks for the pupils of grades nine to twelve inclusive was found to be as follows: for rural pupils, $.331 \pm .019$; for urban pupils, $.338 \pm .019$.

When the urban and rural groups of pupils are each divided into three divisions on the basis of activity points, the following results are obtained: highest third, rural, 27.5, urban, 41; middle third, rural,

13, urban, 17; lower third, rural, 3, urban, 5. In each case the pupils in the division with the largest number of activity points also received the better marks.

The same divisions of the different groups, on the basis of activity points as used in the earlier comparisons, were retained, and the intelligence quotients of each upper half were compared with those of the lower half. The urban half was also compared with the rural half in each of the four classes. In the case of the rural pupils of the ninth grade the median intelligence quotient for the upper half is 99, while for the lower half it is 93. Among the urban pupils the median of the upper half is 104, while for the lower half it is 99. In the tenth grade the median for the rural pupils of the upper half is 98, while for the lower half it is 94. For the urban pupils the medians are 107 for the upper half, and 98 for the lower. In the eleventh grade the median for the rural pupils of the upper half is 96, and for the lower half it is 94. For the urban pupils the medians are 105 for the upper half and 101 for the lower. In the twelfth grade the median intelligence quotient for the upper half of the rural pupils is 93, while for the lower half it is 95. For the urban pupils the medians are 100 for the upper half and 98 for the lower.

The median intelligence quotients for the urban and rural groups for the various grades were found to be as follows: ninth grade urban, 99; ninth grade rural, 93; tenth grade urban, 103; tenth grade rural, 96; eleventh grade urban, 102; eleventh grade rural, 96; twelfth grade urban, 100; twelfth grade rural, 95.

The urban upper halves have an advantage over the rural halves of 8.5 points in intelligence quotients and of 10.75 points in activity points. The urban lower halves have an advantage over the rural lower halves of 5 points in intelligence quotients and 1.25 points in activity points.

The coefficient of correlation between activity points and intelligence quotients for the two groups was found to be as follows: rural, $.226 \pm .051$; urban, $.175 \pm .028$. The median activity points for the entire rural group is 13, while for the urban group it is 17. The median intelligence quotient for the urban group is 102, while for the rural it is 95.

It was found that groups of rural pupils living a greater distance from school earned approximately as many activity points as the

groups living nearest the school. There was practically zero correlation between activity points and distance travelled to and from school.

13. May, Eric Oscar. *A Comparative Study of the Achievement of Pupils from Rural and Village Schools in Crawford County, Illinois*. September, 1927. Pp. 91.

The problem of this investigation was to compare the pupils in the Township High School of Robinson, Illinois, who entered from village schools with those who entered from rural schools, on the following factors: age, ability as measured by the Terman Group Test of Mental Ability, achievement as measured by the Stanford Achievement Test, achievement as measured by the teachers' marks in high school, ability to remain in high school and to complete its work. In addition, the rural and village schools were compared on the following factors: number of pupils per teacher, training of the teacher, experience of the teacher, salary of the teacher, length of the annual school term, assessed wealth of the school district.

The median age of the village group of pupils was found to be 14 years, 6.6 months, and that of the rural group was found to be 14 years, 8.9 months. On the Terman Group Test of Mental Ability the median test scores of all rural pupils was 82.7, while for the village pupils it was 98.7. The highest quarter for the rural group was 107.0, while for the village group it was 122.01. The lowest quarter for the rural group was 62.8, while for the village group it was 77.4. The intelligence quotients for each group ranged from 60 to 140. For the rural group the median I.Q. was 95.6, the highest quarter 106.7, and the lowest quarter 85.0. For the village group the median was 99.3, the highest quarter 109.6, and the lowest quarter 88.3. The difference in median I.Q. of 6.1 is undoubtedly significant, and may be due in some part to the past experience of the pupils.

On the Stanford Achievement Test the following results were obtained: in the reading test, the median score for the rural group was 184.5, for the village group 195, or a difference of 10.5; in arithmetic, rural, 236, village, 238, or a difference of 2.0; in nature study, rural, 76, village, 76.5, or a difference of 0.5; in history and literature, rural, 49.5, village, 57, or a difference of 7.5; in language usage, rural, 38, village, 40, or a difference of 2.0; in spelling, rural 160, village, 172, or a difference of 12.0. These data indicate that the achievement of the pupils from the village schools was materially better than the achievement of the pupils from the rural schools.

Two different sets of marks given by teachers were analyzed. The first set was for 440 ninth year pupils for their first quarter of high-school work. The median and quartile-point marks showed in every case except the upper quartile point for 1925 that the pupils from the village schools received better marks than the pupils from the rural schools. The second group of marks included the marks received by 855 pupils, the number including all pupils who completed the first quarter of work in the years 1924 and 1926. These marks indicate that a higher percentage of the pupils from the village schools received the highest mark, A, and excepting for 1926, a higher percentage of the pupils from the rural schools received the lowest mark, F. When the two highest marks, A and B, were combined and the village and rural groups compared, the village group was clearly the better. The same was true when the two lowest marks, D and F, were compared.

Of the pupils who entered the Robinson Township High School during the four years, included in the study, those pupils who entered from the village schools actually stayed in school in much greater numbers than those who entered from the rural schools. Of the village pupils, 29.7 per cent left school, while of the rural pupils 46.6 per cent left school during the four year period.

A comparison of the teaching load indicated that in the village schools there were 34.5 pupils per teacher, while in the rural schools there were only 23.6 pupils per teacher. When superintendents and teachers of music are omitted, the pupil load per teacher in the village schools becomes 39.1.

A comparison of the training of teachers in the two types of schools indicates that in the village schools 10.3 per cent had less than a high-school education, while in the rural schools the percentage was 23.3; in the village schools 28.2 per cent had had two years of training beyond high school, while in the rural schools the percentage was 8.4; one teacher in each case had had four years of training beyond high school.

In the village schools 9.5 per cent of the teachers were in their first year of teaching, while in the rural schools 21.1 per cent had had no previous experience. The median experience for the teachers of the village schools is 8 years and 6 months, while for the teachers of the rural schools it is 3 years and 5 months. In the village group

21.3 per cent of the village teachers had had less than three years of experience, while the percentage for the rural group was 46.7.

A comparison of the salaries paid the two groups of teachers indicated that the average monthly salary of the village teachers was \$105, while for the rural teachers it was \$99.80. However, due to the difference in length of school term, the actual difference in average annual salary is approximately from \$195 to \$245.

Of the village teachers, 22 teach for nine months, and 20 teach for 8½ months. Of the rural teachers, 24 teach for eight months and 84 for seven months. The pupils who attend the eight months rural school for eight years therefore actually spend eight months less time in school than do the village pupils; while those who attend the seven month rural school for eight years actually spend sixteen less months in school than do the village pupils.

The assessed valuation per teacher in the village schools was found to be \$78,893, while in the rural schools it was \$77,290. The assessed valuation per pupils in the village schools was \$2,219, while in the rural schools it was \$3,271. There is more assessed wealth per pupil in the rural districts than in the village districts but it is so unevenly distributed as to make the tax burden for a large number of districts very heavy if they properly finance their schools. The district with the highest assessed valuation has eleven times as much assessed wealth as has the district with the lowest assessed valuation. The lowest district has a tax rate five times as high as the highest district and receives less than half as much money. The average tax rate in the five districts which rank highest in assessed valuation was .64, while for the fifty-five districts which rank lowest, the tax rate was 1.82. The result of this unequal distribution is low salaries, inexperienced and poorly trained teachers, short terms of school, and little or no equipment, all of which contribute materially to the differences in achievement between the pupils in the rural and in the village schools.

14. Henry, Charles Isbell. *A Comparison of the Work of Rural and City Children in the Madisonville, Kentucky, High School*. September, 127. Pp. 116.

This investigation consists of a comparison of the mental scores, intelligent quotients, chronological ages, school marks, achievement-test scores, failure quotients, and school experience of two groups of

high-school pupils. The first group is composed of those white pupils in the Madisonville High School who had done all of their elementary school work in the schools of Madisonville. The second group is composed of those white pupils of the same school who had done all of their elementary school work in one- or two-teacher rural schools in Hopkins County, Kentucky.

A comparison of the teachers in the city and rural elementary schools concerned reveals the following data: Mean salary of the city teachers, \$100 a month; of the rural teachers, \$95.55 per month. Average number of years spent in high school: city, 3.66; rural, 3.91. Average number of years spent in college: city teachers, 1.33; rural teachers, 1.32. Years of experience: city teachers, 6.45; rural teachers, 3.77. It is seen, therefore, that there is no appreciable difference between the two groups of teachers except in experience.

The data on chronological age of the pupils at entrance to high school indicate that the mean age of the city group was 14 years, 1 month; while for the rural group it was 15 years, 8 months. The range for the city group was from 12 years to 16 years 5 months, while for the rural group it was from 12 years to 18 years 11 months. The greater age of the rural school pupils is probably accounted for by the fact that the schools they attended were never in session more than seven months a year, while many were absent several months or even a whole year at a time on account of economic pressure. In every class, at the time of the investigation, the pupils from the rural schools were from one to two years older on the average than those from the city schools. There is found to be a wide age range in the case of each group.

The mental test scores and intelligence quotients used in the investigation were derived from the Terman Group Test of Mental Ability, Form B. For the freshmen of the city group the range in test scores was found to be from 60 to 199, with a mean at 107; for the rural group the range was from 30 to 149, with a mean of 76. For the sophomores of the city group the range was from 60 to 169, and the mean 123.3; for the rural group the range was from 40 to 179, and the mean 77.1. For the juniors of the city group the range was from 70 to 189, and the mean 113; for the rural group the range was from 50 to 159, and the mean was 103. For the seniors of the city group the range was from 110 to 179, and the mean 135; for the rural group the range was from 80 to 179, and the mean was 124.

For all classes together the city pupils had a range of from 60 to 199, with a mean of 119.5; and the rural pupils had a range of from 30 to 179, with a mean of 95. From the test scores it appears that the difference between city and rural pupils is 31 points in the freshman class, 46.2 in the sophomore class, 10 in the junior class, and 12.8 in the senior class. The intelligence quotients show a somewhat similar range. The median for city pupils was 91 in the freshman class, 102 in the sophomore, 95.7 in the junior, and 103 in the senior. For the rural pupils the median was 79 in the freshman class, 83 in the sophomore, 88.5 in the junior, and 99 in the senior. In other words, while the average for the city freshmen is 12 points higher than for the rural, the average for the city seniors is only 4 points higher than for the rural.

A comparison of the average marks received by the pupils of the two groups reveals the following facts: In social science the mean for the city pupils was 83.4, rural, 83.1; in natural and biological science, city, 83.0, rural, 82.7; in mathematics, city, 84.7, rural, 85.8; in Latin, city, 83.5, rural, 84.2; in English, city, 83.8, rural, 81.8; in all subjects the mean for city pupils was 83.7, and for rural, 83.5. A more detailed analysis shows that the rural pupils do not obtain as high marks as the city pupils in their freshman year, but obtain higher marks in their senior year. It is also found that the failure rate in the freshman class is 1.93 for the city pupils, and 3.50 for the rural pupils; while in the senior class it is 3.50 for the city group, and 2.66 for the rural group. For all city classes it is 2.10, and for all rural classes it is 3.00.

The data from the Haggerty Reading Examination, Sigma 3, Form A, give the following median scores for the different groups: city freshmen, 93.6; rural freshmen, 80; city sophomores, 109, rural sophomores, 84; city juniors, 102.7; rural juniors, 87.3; city seniors, 109.5, rural seniors, 94. On the Otis Arithmetic Reasoning Test, Form A, the following median arithmetic quotients were obtained: city freshmen, 91; rural freshmen, 84; city sophomores, 108; rural sophomores, 82.7; city juniors, 102.7; rural juniors, 87.3; city seniors, 109.5; rural seniors, 94. Using the actual scores instead of the arithmetic quotients, the medians are as follows: city freshmen, 11.6; rural freshmen, 10.5 city sophomores, 12.7; rural sophomores, 11.5; city juniors, 13.7; rural juniors, 12.5; city seniors, 14.0; rural seniors, 15.0.

All of the data taken together indicate that the rural pupils are older at entrance to high school, that they make poorer scores on the intelligence test, and on the achievement tests, but that they earn approximately the same grades in all subjects taught in the high school. Their records compare better with those of the city pupils in the upper grades of the high school than in the lower grades.

15. Keister, Baird Vinton. *A Comparison of Resident and Non-Resident Pupils in Two Nebraska High Schools*. August, 1928. Pp. 82.

The purpose of this study, as expressed by the writer, was to answer the following questions: Do pupils who enter high school from rural districts differ from those who enter from city schools in chronological age, in mental ability as measured by intelligence tests, in their performance in high school as indicated by teacher's marks? If differences exist do they tend to become greater or less as the pupils progress? If the differences do vary in any regular manner can an explanation be found for the variation? The data were gathered from two Nebraska high schools, those of Neligh and Norfolk, both of which enroll many pupils from the surrounding rural territory. In each school the semester mark, the record of participation in extra-curriculum activities, and the ages of the pupils were obtained. In addition, in the Neligh High School the Otis Self Administering Test of Mental Ability, Higher Examination, Form A; and Form A of the Stanford Achievement Tests were given. In the Norfolk High School records were obtained for the Terman Group Test of Mental Ability, Form B. Only the records of pupils who entered the high school in September during the years 1924 to 1927 inclusive and who were on the roll continuously until May 1928 were used in the study. The pupils of each school were divided into two groups; those who had completed their elementary training in the rural schools, and those who entered high school from the eighth grade of the town school.

In the Neligh High School the following median ages were found for the various groups: Freshman, resident pupils, 14-6; non-resident pupils, 14-3; Sophomore, resident, 15-7; non-resident, 15-9; Junior, resident, 16-7; non-resident, 16-6; Senior, resident, 17-9; non-resident, 16-9. There seems to be a somewhat larger variation among the non-resident than among the resident pupils of a particular grade

in each case. When the age of entering high school was computed, it was found to be 14-7 for resident pupils, and 14-4 for non-resident.

The following median mental ages were found for the different groups: Freshman, resident, 14-4; non-resident, 12-10; Sophomore, resident, 15-9; non-resident, 14-10; Junior, resident, 15-8; non-resident, 16-0; Senior, resident, 16-8; non-resident, 16-0. Median intelligence quotients were found to be as follows: Freshman, resident, 102; non-resident, 94; Sophomore, resident, 105; non-resident, 101; Junior, resident, 104; non-resident, 107; Senior, resident, 109; non-resident, 105. From these data it is evident that the non-resident pupils were suffering under a handicap in the earlier years of high school, but that this was largely made up before the later years. This is not to be accounted for by greater elimination, as there are more upper-grade pupils, both resident and non-resident, than there are lower-grade.

The records obtained from the reading tests of the Achievement Test indicate in the case of each individual test a similar advantage of the resident pupils over the non-resident in the freshman year, which advantage is largely lost by the senior year. The total reading ages were as follows: Freshman, resident, 15-7; non-resident, 13-4; Sophomores, resident, 15-9; non-resident, 15-1; Juniors, resident, 16-2; non-resident, 15-4; Seniors, resident, 16-7; non-resident, 15-9.

In the arithmetic computation test the non-resident Freshmen excelled the resident Freshmen by almost a year. However, in the Sophomore and Junior years the resident pupils had advantage, and in the senior class the two groups had the same median score. In the arithmetic computation test the groups were very close together, with the advantage part of the time with the resident group and part of the time with the non-resident group. The median total arithmetical ages for the various groups were: Freshman, resident, 14-8; non-resident, 15-2; Sophomore, resident, 15-4; non-resident, 15-0; Junior, resident, 15-4; non-resident, 15-11; Senior, resident, 16-5; non-resident, 15-9.

On the nature study test and the history and literature test the resident pupils showed a decided advantage in the case of practically every class over the non-resident pupils. In language usage, and in spelling, likewise, the resident pupils excelled the non-resident pupils in practically every class, and usually by a rather wide margin.

In these cases it is evident that the disadvantage of the non-resident pupils was never overcome.

The total educational ages of the different groups were found to be as follows: Freshman, resident, 14-10; non-resident, 13-10; Sophomore, resident, 15-2; non-resident, 14-9; Junior, resident, 15-9; non-resident, 15-3; Senior, resident, 16-4; non-resident, 15-7.

In school marks the resident group of the present freshman class excelled the non-resident group by over two points. The non-resident group of the present sophomore class excelled the resident group in the marks earned in each of the two years in school. The resident group in the junior class excelled the non-resident group in each of the three years. For the third year the difference was 8.3. The resident group of the senior class excelled the non-resident group in each of the four years. The difference has become larger in later years than it was in their first year in high school. In the case of every class group the resident pupils have a higher percentage taking part in extra-curriculum activities, and a higher percentage taking part in a larger number of such activities, than has the non-resident group.

In the Norfolk High School the median ages of the various groups was found to be as follows: Freshman, resident pupils, 14-6; non-resident, 14-6; Sophomore, resident, 15-5; non-resident, 15-4; Junior, resident, 16-2; non-resident, 16-4; Senior, resident, 17-5; non-resident, 16-10.

The mental ages of these groups were as follows: Freshman, resident, 13-11; non-resident, 13-11; Sophomore, resident, 15-0; non-resident, 14-2; Junior, resident, 15-2; non-resident, 15-0; Senior, resident, 16-6; non-resident, 16-3. The median intelligence quotients were found to be: Freshman, resident, 100; non-resident, 94; Sophomore, resident, 98; non-resident, 92; Junior, resident, 96; non-resident, 94; Senior, resident, 103; non-resident, 101.5.

In school marks the non-resident section of the freshman class excelled the resident group. In the sophomore class the resident section excelled the non-resident during the freshman year, but the non-resident section excelled during the second year of work. The differences are not very great. The resident group of the junior class excelled the non-resident group during each year they have been in school. In the senior class the non-resident group has excelled the

resident group during every year they have been in school, the difference varying from 3.1 in the senior year to 6.7 in the sophomore year. Except in the case of the present sophomore class the resident section of each class is much more active in extra-curriculum activities than is the non-resident section. In the case of the senior class the difference is considerable.

16. Hanna, Ben M. *Leisure Time Activities of Normal and Bright Children in Grades Seven to Twelve*. June, 1928. Pp. 124.

This study is an attempt to discover what types of activities normally occupy the leisure time of pupils at the secondary school level. The author first obtained a checking list consisting of 270 play activities by submitting to a group of one hundred selected pupils lists which had been obtained by other writers. The list finally used included only those activities which had been engaged in by the selected pupils during the past year. This list was then submitted to over six hundred pupils selected on the basis of their intelligence quotients. Pupils with intelligence quotients above 125 were placed in the "bright" group, while those with intelligence quotients between 100 and 125 were placed in the "normal" group. These pupils were asked to check the list in regard to the activities engaged in for fun during the past year; and the activities which they liked very well. In addition they were asked to keep account of the time spent in one week on all types of leisure time activities.

The results are presented by age and sex groups. It was found that a very large number of activities were engaged in by fifty per cent or more of any particular age group, by both normal and bright boys and girls. For example, 73 different activities were checked as having been engaged in during the past year by at least fifty per cent of normal twelve year old boys. There was, however, a very decided variation between the various groups in the particular activities. Thus, for eleven year old normal girls the activities which lead the list are: looking at the Sunday funny paper, making candy, roller skating, swimming, volley ball, gathering flowers. For the seventeen year old group of normal girls the activities at the head of the list are: sleigh riding, riding in an automobile, going to parties or picnics, watching football, watching basketball, listening to the radio. On the other hand, there are twenty activities engaged in by over fifty per cent of each of these two groups, including such activities

as: just playing catch; excursions to woods, parks, etc; going to the movies; playing the piano for fun; reading fiction; listening to stories. Similarly there is a certain contrast between the activities engaged in by fifty per cent or more of the eleven year old and seventeen year old normal boys, but on the other hand there are also twenty-eight activities engaged in by fifty per cent of both groups. There is also found to be a considerable contrast between boys and girls at the different ages. There was indicated a considerable decrease with age in the median number of activities engaged in by the individual child in each group. When all children, both boys and girls, and both normal and bright, are considered together, there are very few activities engaged in by fifty per cent or more at any age. There are but four of these common activities among those eleven years of age, six among those twelve years of age, seven at thirteen, four at fourteen, two at fifteen, and seven at sixteen years of age. "Coasting on a sled" is included in this group for the eleven, twelve and thirteen year old children; "Watching football" is included for those thirteen, fourteen, fifteen and sixteen. "Listening to the radio" is found in this category for each of the age groups, and is the only activity so general in its appeal. No significant difference was discovered between either the number or the general type of activities engaged in by normal and bright children of either sex or either age group.

The author next divided the activities into four types, as follows: the "active-solitary"; the "social-active"; the "mildly social and relatively quiet"; and the "quiet-solitary." In general there was found to be a decrease in interest, for all groups, in the active-solitary activities as pupils grow older. The normal pupils engage in more activities of this type than do the mentally superior pupils. The interest in social-active activities remains practically constant with increase in age for each group. There is no difference between the activities of bright and normal boys. Girls do not engage in as many activities of the "social-active" type as do boys. Interest in mildly social and relatively quiet activities remains practically the same for all ages of any particular class, and there is no difference on the basis of intelligence. However, girls are somewhat more interested in activities of this sort than are boys. The bright boys are considerably more interested in "quiet-solitary" activities than are normal boys, and the interest increases with age for this group, while it

does not for the normal group. The chief interest of both bright and normal girls at each age level is in the "quiet-solitary" activity, and this interest increases materially with age. When active and quiet activities are contrasted, it is found that girls are much more interested in the latter at all ages, and that the interest of boys gradually changes from the active to the quiet games with increasing age. There is apparently no difference due either to sex or to intelligence in the comparative interest in social and solitary activities.

The number and types of activities reported by the pupils for a particular week were much more limited than those which they indicated as liking, and were in general rather aimless, unprofitable activities, with no particular value for the intellectual and physical development of children. The amount of time spent in leisure time activities in a week was very high for all groups.

17. Lohr, Vergil Claybourne, *The Outstanding Characteristics of Honor Pupils of the University of Chicago High School*. June, 1928. Pp. 87.

This investigation was undertaken for the purpose of identifying the outstanding characteristics of the honor pupils of the University of Chicago High School who have attained membership in the honor society known as Phi Beta Sigma, and to ascertain the extent to which such characteristics have made for success in the subsequent collegiate work of these individuals.

The source material of the study was secured from the records of the school for 152 pupils who were members of the society for years 1917 to 1927 inclusive. Although the society has been in existence for a period of more than twenty-five years, it was found that the form of the information revealed through the records was such that any comparisons, deductions, or correlations that might be made from derived data would be of questionable validity, especially in the earlier years of the existence of the society. It was decided, therefore, that more reliable conclusions would be reached by limiting the study to the period indicated.

The plan of the study is to give: (1) A brief resume of the history of honor societies in general and to show their place in the life of the secondary school; (2) A somewhat detailed study of the honor society of Phi Beta Sigma, in order to see some of the conditions that existed in the school at the time of the founding of the

society; (3) The method of selecting members for this society and the changes that have taken place in the method from time to time.

The following problems are investigated: (1) The membership of the society with respect to the elementary school from which the members were received into the University High School, in order to determine whether some school, or type of school contributed a larger proportion of members with respect to the number of pupils admitted from that school than did a different school or schools of different type; (2) The environmental influences of honor pupils to determine the nature of the home influence of those who were elected to the honor society; (3) The sex distribution of the membership to determine whether boys or girls possess in larger proportions, those qualities required for election to honors; (4) Credits made during the period of residence in the University High School in order to determine the difference, if any, in the pre-election and the post-election attitude of the members; (5) Age, to determine whether the members are normal or accelerated scholastically; (6) The intelligence quotients, in order that a comparison might be made of the intelligence quotients of those elected and an equal number of those who were eligible for election selected at random from the same groups at the same time; (7) The college entrance and graduation records, to determine the type of college selected and the relative chance for graduation of honor pupils as compared with parallel groups not honored; (8) A study of honor pupils who received special honors in the high school to determine the possibility of the Phi Beta Sigma members possessing the special qualifications for which special honors are granted; (9) A study of the courses pursued by the members of the honor society in the high school and college to determine the type of mind that is most likely to meet the scholastic requirements which results in election to membership in the honor society; (10) The extra-curriculum activities engaged in by the honored pupils during their high school course. A comparison is made with a parallel group not honored, in order to determine differences in the types of activities that appear to interest the two groups; (11) The anatomical and physiological development of the honor pupils in order to estimate whether these factors played an important part in the selection of members.

The data for the various problems were obtained from the cumulative records of the University High School and the colleges to which

the different members and other University High School graduates of the non-honored group entered. To facilitate the interpretation of the data, tables were constructed which presented the facts desired concerning the honor pupils and parallel groups of non-honored pupils.

The following conclusions are warranted from the data obtained.

1. Since the percentage of University Elementary School pupils who were elected to the University High School honor society is approximately the same as the percentage of the high-school body that is composed of pupils received from that school, it is evident that the pupils of the University Elementary School have no marked advantage and possess no qualifications in any marked degree that lead to their selection for honors in greater proportion than do pupils from other elementary schools. Insofar as the data reveal, there is no elementary school, or any type of school, from which these high-school pupils have come that has had a larger number of its pupils elected to the honor society of the University High School than the number received from the school would normally warrant.

2. The child of the professional class has been selected for membership in the honor society in larger proportions than has the child of the parent engaged in business. The child of the leisure class has been selected for membership in larger proportions than has the child of the business man.

3. Girls possess the qualities regarded as desirable and necessary for election to the honor society in greater degree than do boys. While the proportion of the boys to girls in the high school during the period studied was approximately 50 per cent, the percentage of girls in the honor society was 60.6.

4. Honor pupils carry an average of 1.1 more courses per pupil during their high-school careers than do pupils not honored. Honor pupils, by the quality and quantity of work done earn in excess of the unit credit for each course successfully pursued, an average of 1.96 units of credit per person, while the non-honored pupils earn an average of .74 units of excess credit per person during the high-school career. Honor pupils, however, show a change in attitude toward scholastic work after election to the honor society. The tendency is not only to take less work after election, but to be satisfied with less creditable performance.

5. Pupils elected to Phi Beta Sigma are approximately six months younger than the average of the groups from which they are selected. The median age for the honored group is 15 years, 11 months, and the median age of the groups from which they are selected is 16 years, 5 months.

6. The Intelligence Quotients of the honored pupils is higher than is the Intelligence Quotients of the group from which they are selected. The median Intelligence Quotient of the honored group is 118.07, and that of the non-honored group is 107.08. This is a difference of practically 11 points in favor of the former group.

7. Every member of Phi Beta Sigma included in this study entered an institution of higher learning of collegiate rank. The members of the society used in this study distributed themselves among 23 different collegiate institutions. Fifty-seven and nine tenths per cent of the number entered the University of Chicago. The honor student is practically twice as sure of receiving the baccalaureate degree as is the non-honored student. Slightly more than 8 out of 10 honor students stay in college for a full four year course.

8. Two of the three special prize awards of the University High School, namely, the Mothers' Prize and The Memorial Prize, have been won in every instance, save one, by a member of the honor society. The other special prize, The Monilaw Medal, seems to emphasize in its award qualities not stressed in selection for the honor society. This award has gone to an honor society member in only 18 per cent of the cases.

9. Honor society pupils take advantage of a greater variety of extra-curriculum activities than do the non-honored pupils. Honor pupils indulge in a larger number of activity units than do non-honored pupils. The honored students of this study engage in a total of 9139.5 activity units while the comparable non-honored group engage in 7905. Non-honored students have a greater per cent of their extra-curriculum units of an athletic nature than do the honored group. The former have 42.07 per cent of their extra-curriculum activity units in athletics and the latter group have 28.36 per cent in this category. The club activities make practically the same appeal to the two groups, though the honor pupils enjoy a

slightly greater per cent of this type of activity. The per cent for the two groups is 41.62 and 40.4 respectively. The honor pupils have much more experience in forensic, editorial, managerial, and advisory activities than do the non-honored group.

10. Honor pupils have a larger percentage of their high-school units in the language-arts type of subject than do the non-honored pupils. The former have 55.4 per cent of their high-school units of this type, while the latter have 48.9 per cent of this type. The non-honored group selects the courses of the mathematical-science type in greater numbers than do the honored pupils. The data show a total of 27.9 per cent of the honor group's courses are of the mathematics-science type and that 32.3 per cent of the non-honored group's courses are of this nature.

11. In the selection of the first year's work in college there is a tendency for the honored group to select the language-arts type of course, and for the non-honored group to select the mathematics-science type of course. The data show that at the University of Chicago, 17.29 per cent of the courses of the honor group were in foreign language, while only 9.25 per cent of the courses of the other group were of this type. The honor pupils of the University High School carry collegiate work on a higher plane of excellence than do the non-honored pupils. The former group maintain an average of B, and the latter group maintain an average of C.

12. There is evidence that the characteristics that are recognized as worthy of special honor by election to the honor society carry over into the collegiate life and experiences of the pupil. This is evidenced by the large per cent of honor students finishing the college courses, by the superior level of excellence at which they carry the work, and the marks of distinction won at college.

13. There is no significant relation between the anatomical development, as measured by ossification ratios, and the probability of election to the honor society. The honor group showed 37 cases of ossification above normal, the average positive deviation being .0629. The non-honored group showed 34 cases above normal with an average plus deviation of .032. There were 22 below normal in the first group and 23 below normal in the latter group, the negative deviations having an average of .0417 and .028 respectively. The

mean ratio of the honor group was 1.105 and for the non-honored group 1.109. The physiological development of girls as measured by the age of first menstruation, shows that neither the honored nor the non-honored group is favored by any disturbance that may attend that period of life. The average age of first menstruation is the same for each of the groups. The age is approximately 13 years and 2 months. The physiological development of boys, as measured by the time of maximum yearly height growth, shows that the boys of the honor group have the same age for this period and the same amount of maximum yearly growth as do the boys of the non-honored group. Thus neither group is favored by any disturbance that is attendant with growth in height. The average time of greatest height growth for the honor group is in the 13.84-14.84 year, for the non-honored group it is in the 13.93-14.93 year period. The average maximum yearly growth is 4.36 inches for the first group and 4.39 inches for the latter group. The records of the physiological development of boys of the two groups as measured by the time of appearance of first hair pubes, give the same average for both groups, the time being about 14 years and 2 months. There is apparently no advantage for either group because of any disturbance caused by this change in life.

18. Benefiel, James Harvey, *A Study of the Respects in Which Pupils Whose School Marks Are Below Average Vary From Those Whose School Marks Are Average*. September, 1927. Pp. 64.

This study was undertaken for the purpose of finding out how pupils in the junior high school of Coffeyville, Kansas, whose school marks were below average differed from those whose school marks were average. The author hoped to obtain accurate data from the study to use in formulating plans for dealing with the group of pupils who were below average.

The placement of the pupils in the respective groups for comparative study was based on school marks. A five point grading system was in use in which "A," indicated superior; "B," above average; "C," average; "D," below average; "F," failure. All of the pupils in grades 7 B to 9 B inclusive, whose semester averages were "C" were classed in the average group which was designated in the study as Group I. All of those in the same grades whose

semester averages were below "C" were classed in the group below average which was designated as Group II. Two hundred sixty-nine were considered in Group I, 117 boys and 152 girls; and 123 in Group II, 97 boys and 26 girls.

Standard tests were administered to the group to determine general intelligence, reading ability, language usage, and mechanical aptitudes. The tests used were the Multi-Mental Scale by William A. McCall; Standardized Reading Test II, Form I, by W. S. Monroe; the Language Usage Test of the Stanford Achievement Test, and the Stenquist Mechanical Aptitudes Test I. Social attitudes were estimated through qualitative ratings and the record of the pupils in extra-curriculum activities based on the number of honor points gained, provided a quantitative measure of participation. Ratings by teachers who acted as sponsors of extra-curriculum activities furnished the basis for determining a qualitative rating on participation. Data on school attendance, qualitative rating on application during supervised study periods, the records of the school nurse and certain social information secured by a questionnaire to the parents, furnished the data considered in the study of the two groups of pupils.

The data obtained from the various tests and qualitative ratings were arranged in tabular form and interpretation and conclusions were drawn. The findings presented positive evidence that the pupils of Group I as a group, who made low marks in the school subjects compare unfavorably in practically every measurement with the group of pupils who made average marks. There are, of course, marked variations for individual pupils, but the data as a whole offer positive evidence that there is a direct relation between school marks and each of the following; mentality, reading ability, language usage, school attendance, and the entire list of character ratings.

VI. EXAMINATIONS

19. Anderson, William Abraham. *A Study of Secondary School Examinations*. August, 1928. Pp. 114.

This study deals with the examinations given by the Provincial authorities of Manitoba, Canada, to all members of Grade XI of the secondary schools of that Province. On the results of the

examinations certificates of entrance are given to the University of Manitoba and to the Normal Schools. The passing grade was set in 1923 at 50 per cent. The specific purposes of the investigation were: first, to discover how great the variations in examination standards have been in recent years; second, to determine the various factors contributing to the variations; and third, to discover how the factors may be eliminated or proper compensations made for their effects. The data used in the study were obtained mainly from the provincial records or marks for the years 1924 to 1927, inclusive.

The committees responsible for the construction of the question papers are selected from university and normal school instructors, and others who are not preparing pupils for the examination. The questions are thus made out by those who are not very familiar with the subjects as currently taught. The questions are revised by a committee which is subject to the same criticism. The papers are read by committees of teachers who make some attempt to keep their marking uniform. Their marks are subject to revision by the sub-chairman of the committee. The theory is that the passing mark of 50 per cent will represent a constant standard. Since there have been no radical changes during the past few years, in the course of study, in the standards laid down by the Department of Education, in the personnel of the teachers, or in the general type of pupils going up for the examinations, there should have been no radical variations in the scores made on the examinations.

An examination of the percentages of failures in all subjects during the four year period reveals very considerable differences, both between different subjects in the same year, and between different years for the same subject. For example, in 1925 there was 11.5 per cent of failure in English composition, and 52.5 per cent in French grammar. By 1927 the failures in English composition had increased to 25.3 per cent, while those in French grammar had decreased to 27.7 per cent. The least variation in any subject during the period was algebra, from 31.4 per cent in 1924 to 26.2 per cent in 1925. The mean mark given in any subject also shows considerable variation. For example, in 1925 the mean was 44.3 in French grammar, and 66.0 in French authors; in 1926 it was 55.7 in French authors. Algebra is again the most constant subject, with a variation of 55.7 to 57.6. The standard deviation also shows considerable variation. In 1927 it was 11.4 in English composition, and 22.5 in

Latin authors. There are also rather large fluctuations from year to year in the same subject. It is clear from these comparisons that the passing mark of 50 per cent is without any definite meaning.

From an analysis of the situation it appears that the factors which are responsible for the variations are mainly the difficulty of the examination papers, the personnel of the sub-examiners who grade the papers, and the influence of the supervising chairman, who may enforce either the standards set up by the group or apply his own standards. Another very important factor is the arbitrary altering of the marks. Practically all marks above 45 in many subjects are raised to 50, and similar changes are made at other points on the scale which represent the lower limits for granting certain honors, etc. In addition, when there are too many failures, all above a certain determined percentage are arbitrarily raised to 50 per cent. In either case the raising is done by non-statistical means.

An analysis of all grades given in all subjects during the three year period from 1925 to 1927 indicates that in most cases the distribution approximates quite close to the normal frequency curve. Each distribution was compared with a normal curve constructed with the same mean and the same standard deviation as the particular distribution. Some of the frequency polygons differed from the normal curve by being skewed to one end or the other, indicating that the examination did not discriminate accurately enough between the students at one or the other end of the scale. Occasionally the difference is in the form of a decided jog or irregularity at some part of the curve, which may usually be accounted for by some peculiarity of the examination, or in the standards of the examiners. The conclusion is that the approximation to the normal curve is best when the examination paper consists of a sufficient number of questions so graded from easy to difficult as to make correct distinctions between abilities of the different candidates.

The recommendations made by the writer to improve the situation are as follows: the percentage to be failed, rather than the failing mark, should be pre-determined; the marks given by the examiners should be expressed in a percentile rating scale; the marks on the percentile scale should then be transmuted by the use of percentile curves into standard scores which approximate a normal distribution. All of the statistical calculations necessary to transmute original marks through percentiles into standard scores may be done,

as shown by actual trial, in less than one and one-half hours for each subject. The scores given will always represent the same relative achievement when considered in relation to the achievement of the pupils in the Province as a whole, and they may therefore be interpreted at face value without fear of doing the teacher an injustice, and used to compare the success of a given pupil, class, or school with that of the Province as a whole.

20. Moderow, Gertrude Grace, *A Study of Semester Examination Questions in High Schools in Oklahoma*. August, 1928. Pp. 91.

Examinations may be objective or subjective. If objective, they may be made to cover the subject matter of an entire course, they are economical of time and energy for both teacher and pupil, and their scoring insures fairness to all pupils. Subjective questions consume a great deal of the pupil's time and energy, and their scoring depends largely upon the teacher's estimate of the responses. On the other hand, subjective questions provide an opportunity for practice in organizing subject-matter and expressing ideas in finished English.

Again, examinations may measure the pupil's memory alone, or they may measure his power to analyze a given problem, to recall and to compare related facts, to reject irrelevant facts, to organize those which are pertinent, and to arrive at a satisfactory conclusion. In brief, examinations may measure the ability of the pupil to recall or to think.

It is very generally agreed that schools should teach pupils to think; it is also agreed that questions, whether used in the recitation or in tests, can and should provoke the higher mental processes. Furthermore, it should be remembered in this connection that the types of activities required of the high-school pupil are especially important because he is at an age when habits which are likely to remain with him throughout his life are formed. If the school develops in him the habit of thinking clearly and accurately, it will have prepared him to meet in an efficient way many of the trying situations of life.

Examinations should be given, not to enlighten the teacher as to the content of a course, but to measure the pupil's mastery of that

content and his power to exercise the mental processes which teachers deem desirable.

The purpose of the present study is to determine what types of questions are most emphasized in the semester examinations of one hundred and two high schools in Oklahoma. It may be stated specifically as an attempt to determine the extent to which these high-schools employ in their semester examinations (1) memory questions, (2) the various types of thought questions, and, (3) as a minor project, subjective and objective questions.

The data on which the study is based were obtained from questions collected by J. T. Hefley in 1925. The questions cover all subjects in all of the high-school grades including English, foreign languages, mathematics, social and natural sciences, and the practical arts. The method employed was to classify the questions in each subject according to the following categories: I. Subjective questions involving recall, definition, identification, analysis, single comparison, criticism, decision, organization, application, explanation, description, discussion, illustration or example, outline, summary, new method of procedure, formulation of new questions, cause or effect, classification, direct answers. II. Objective questions involving the recall in completion exercises and recognition in true-false statements, multiple-response exercises, and matching exercises.

The author carefully defines the various types of questions and supplements her definitions with illustrations. The examination questions for each subject are then carefully analyzed and tabulated according to the categories given. In drawing conclusions from the data considered, the author states that the following assumptions should be kept in mind: (1) that the type of examination given to high-school pupils reflects to a great extent, the type of study in which the pupils engage throughout the year, and (2) that the sampling of questions analyzed is sufficiently representative to justify the claim that the conclusions are valid for the entire state of Oklahoma as well as for the particular schools contributing to the study.

The data show that too much of the study time of pupils is spent in memorizing facts although a body of basic facts, mastered, retained, and easily accessible, is essential to economic and effective thinking. The responsibility of the high school is to direct the pupils' attention constantly to higher forms of generalized and scientific

thinking. The questions employed in the examinations indicate that many teachers are not providing training in the different subject-matter fields which the authorities in those fields advocate.

English.—Although thought questions outnumber recall questions in the examinations in English, the demand upon memory is heavy. A large percentage of items challenges the pupil's ability to analyze and define, and some attention is given to the ability to explain, discuss, illustrate and describe, and to organize and apply knowledge. In general however, it appears that formal knowledge is regarded as more important than functional knowledge and that very little value is placed upon appreciation and enjoyment of the language.

Latin.—The examinations in Latin include a lower percentage of objective items (1.21 per cent) and a higher percentage of recall items (65.2 per cent) than the examinations in any other course. Because of the many demand for translation and syntax, almost one fourth of the tests is devoted to analysis. Some stress is placed on application but no other type of thought question is given an appreciable amount of emphasis. There is almost no effort to show the relation between Latin and either the mother-tongue or other modern languages and practice in comprehending the Latin without first translating it is given by only one question.

Social Studies.—In the social studies the valuation placed upon recall is very high (64.8 per cent). Emphasis is very unevenly divided among the different types of thought questions, discussion, definition, and explanation ranking highest, and fourteen types receiving less than one per cent each of the test items. Obviously, of the five objectives named by Dawson for the social studies, only information is being stressed.

Natural Sciences.—The natural sciences include in their tests more objective items (7.1 per cent) than does any other course but, like Latin and the social studies, they emphasize recall more than thought. Definition and explanation evidently are regarded as much more important than any other type of thought question and although an appreciable percentage of questions is given to several other desirable types of activities, it can not be said that the sciences are fulfilling their mission of training pupils to think scientifically.

Mathematics.—In the mathematics examinations as a whole thought questions are sacrificed to formal exercises and recall ques-

tions. The arithmetic is unique in giving more problems than exercises and recall questions together. The geometry tests are almost equally divided between formal exercises and thought questions, and approximately two-thirds of the algebra tests are formal. There seems to be no conscious effort made by the teachers of mathematics to develop the idea of functionality.

Practical Arts.—In examinations in the practical arts recall is much over-emphasized, approximately three fifths of the test items being devoted to memory, two-fifths to thought, and 4.23 per cent to application of knowledge. It is clear then, that the tests, in the practical arts are measures of what the pupils know rather than what they can do.

It is characteristic of the examinations in all fields that practically no tests for interests, attitudes, and appreciation are attempted, and it may be said, in general, that the semester examinations in the high schools of Oklahoma are measures of the ability of the pupils to reproduce facts rather than of the ability to think scientifically.

21. Morland, Benton de Ford. *The Use of Final Examinations in the Four Year High Schools in Illinois*. August, 1928. Pp. 98.

The purposes of this study were to discover the tendencies in regard to the present status of the semester final examinations in the fully accredited four-year high schools in the state of Illinois; to discover the extent of the practice of teaching and testing, i.e., the extent of the policy of using unit tests; and to discover the extent of the practice of building standardized tests into the testing program. The data were obtained from the principals of the schools, in most cases by questionnaire, and in some cases by personal interview. Replies were received from 182 high schools with a total enrollment of 129,335 and a total teaching staff of 5,288. The list was divided for comparison into those belonging to the North Central Association of Colleges and Secondary Schools, those co-operating with the University of Chicago, and those merely state accredited. The schools are also divided into nine classes on the basis of size, from the class containing from 25 to 100, consisting of 21 schools, to the class containing from 4,501 to 8,000 consisting of five schools.

Out of 182 schools reporting, 160 or 87.9 per cent hold semester examinations. These schools include 83.5 per cent of the total enrol-

ment. In size they vary from two schools with 36 pupils each to one with an enrolment of 7,347. The average pupil load per teacher in the schools using final examinations is 24.30, while in those schools not using final examinations it is 25.16. The schools not giving these examinations vary in size from 70 to 3,568. In general a much larger percentage of the groups from 801 to 2,500 than of any other groups have eliminated the final examinations. Of the schools which do not give final examinations only two are not members of the North Central Association and do not cooperate with the University of Chicago.

Among the schools which use final examinations, 53.2 per cent require them of all pupils, while 45.6 per cent exempt certain groups. The following conditions are those upon which exemption is based in the various schools: the level of achievement in classes must be above passing, in sixty-eight schools; the pupil must be a good citizen of the school, in thirty schools; he must be punctual, in ten schools; he must be in attendance regularly, in nineteen schools; seniors at the end of their last semester are exempted in nine schools; and the pupil must be recommended by each teacher, in two schools.

The time allowed for the semester examinations varies from one day in eleven schools to six days in two schools. The most frequent period is two days, found in eighty-nine schools. The next most popular is three days, found in thirty-eight schools. The periods allowed the pupil for the writing of a particular examination vary from forty minutes up to no time limit. Sixty-two schools used a period of eighty-one to ninety minutes in length. About two-thirds of the schools do not grant any additional time for the slow student, while the other one-third are willing to make some allowance.

The examination questions are prepared generally by the individual teacher, this being the practice in 80.6 per cent of the schools. The next most popular plan is that of using a committee of teachers, found in 15.0 per cent of the schools. Other plans used include the construction of the test by the head of the department, the principal, and the publisher of the standardized test. The most popular type of examination used is the discussion type. Other types found, in the order of their frequency, are: statement of fact; true and false; description; completion; multiple choice; matching; and best answer. One hundred twenty-four schools, or 77.5 per cent require the approval of the examination questions by some individual.

The principal is responsible for this approval in 52.5 per cent of the cases. In 14.4 per cent of the cases the superintendent is responsible; the head of the department in ten per cent; while in one case the questions are approved by the board of education.

Among the marking systems found in these schools, the percentage system is the most popular, being used in 52.2 per cent of the cases. Letters are used in 45.1 per cent of the schools; and the method of ranking is used in one school. Thirty different combinations of letters are used by the various schools in recording marks. The most popular plan includes A, B, C, D, passing grades, and E, failure. The letter "E" is used in some places to indicate failure; in some cases as the lowest passing grade; in some as the highest passing mark, and in some cases as a grade some place between the lowest and highest. One school uses the weighted credit system, granting eight-tenths of a credit for a mark between 75 and 80; a full credit for a mark between 80 and 90; and 1.2 credits for a mark between 90 and 100. The schools vary greatly in the influence of the final examination on the final mark. This ranges from one-tenth in three schools to one-half in nine schools, with a value of one-fourth found in 36.3 per cent of the cases, and one-third in 35.0 per cent of the schools. Eleven schools assign no definite value to the examination. Two schools are found with a passing mark of 60; one with a passing mark of 65; fifty-three with a passing mark of 70; and one hundred seven with a passing grade of 75. In twelve schools no numerical value is assigned to the passing mark.

One hundred thirty-six schools, or 74.7 per cent of the total number, makes use of the unitary method of teaching, and unit tests. Many of these of course use these tests as an addition to the testing program rather than as a substitute for semester examinations. Standardized tests are used in 37.9 per cent of the schools. An additional 30.8 per cent stated that they were sometimes used. These tests were used for a variety of purposes: as a unit test, a final test, a check on the work, for classification, for diagnosis, and as a pre-test.

A number of different statements are made by the various principals concerning the value of the semester examination. The most frequent statement is that they furnish a review; a large number also state that they train the student for college work; and that they furnish an incentive for better work. Other values mentioned are:

organization of work; whip for slow student; summarizes work; trains for life situations; promotes careful study; a teaching device; aids teachers in checking students' work; a check on teachers' efficiency; training in self-expression. Principals object to the final examinations on the following grounds: not convinced of their value; need better method of testing; they lead to cramming; the new type is better; they are of little value as a measure of achievement; unfair to student; too much nervous strain.

VII. USE OF TESTS IN PREDICTION AND CLASSIFICATION

22. French, John Martin. *The Value of Tests and Teachers' Marks as a Means of Predicting the Success of Pupils in High School*. September, 1927. Pp. 52.

The purpose of this study was to determine the best method of predicting the probable success in first year high school work. In particular the value of the Otis Mental Test, the Stanford Achievement Test, chronological age, and eighth grade marks, both individually and in combination, were studied to determine their value for such prediction, both of general success, and of success in certain selected subjects. The pupils included in the study were those in two entering classes at the Martinsville, Indiana, high school. The data were obtained from the school records, and from tests administered for the purpose of the study. The personnel of the teaching force was the same during both years included in the study.

The pupils, at the completion of their eighth grade work, ranged in age from 12 years, 6 months to 16 years, 11 months, with a mean age of 14 years, 3 months. The average marks received by the individual pupils in the ninth grade ranged from 70-74.99 to 95-100, with a mean at 85.47. In the eighth grade the marks ranged from 75-79.99 to 95-100, with a mean at 86.12. The scores on the Stanford Achievement Test ranged from 45-49.99 to 100-104.99, with a mean at 75.88. On the Otis Test the scores ranged from 10-14.99 to 55-59.99, with a mean of 34.53. The group was therefore younger than the average eighth grade graduate, and made better scores on each of the tests.

In order to facilitate combination of the scores, the eighth grade marks and the Stanford Achievement scores were transmuted by

means of percentile curves to the scale of the Otis Test scores. When the three items were averaged, the range in these average scores was found to be from 15-19.99 to 55-59.99, with the mean at 35.00, or practically the same as the mean of the Otis scores, 34.53. When the eighth grade marks were weighted double and averaged with the other two scores, the mean became 34.86, and the distribution remained practically the same.

Coefficients of correlation were computed between the following factors: high-school marks, eighth-grade marks, Otis score, Stanford score, and age. High-school marks correlated .677 with eighth-grade marks, .587 with Otis Test score, .634 with Stanford Test score, and -.238 with age. Eighth-grade marks correlated .408 with Otis Test scores, .632 with Stanford Test scores, and -.224 with age. The Otis Test scores correlated .780 with the Stanford Test, and -.302 with age. The Stanford Test scores correlated -.389 with age. Most of the correlations, except those with age, are thus seen to be fairly significant.

High-school marks and eighth-grade marks correlated .659 when age was partialled out, and slightly less when the influence of each of the other factors was removed. The correlation between these two factors, with the other three partialled out, was found to be .516.

The correlation between high-school marks and the Otis Test scores became .557 with age partialled out; and .191 with Stanford Achievement Test scores removed. With all other factors partialled out this correlation became .320.

The correlation between high-school marks and the Stanford Achievement Test scores became .606 with age partialled out, and about of the order of .35 with each of the other factors removed. It was .195 with all three other factors partialled out.

The correlation between high-school marks and age became -.332 with Otis Test scores removed by partial correlation, and negligible when each of the other factors was partialled out. With all three other factors partialled out, the coefficient became .092.

The coefficient of multiple correlation between the high-school marks and the best combination of the other four factors was found to be .762. The regression equation between these factors was found to

be: Average high-school marks = $.525 \times \text{Average eighth-grade marks} + .245 \times \text{Otis Test scores} + .115 \times \text{Stanford Test scores} + .0896 \times \text{Age in month} + 7.53 \pm 2.3$. The probable error of only 2.3 indicates that this equation could be used to predict rather closely the high school marks if all of the other factors were known.

The coefficient of correlation between high-school marks and the composite score obtained by averaging eighth grade marks, Otis Test scores, and Stanford Test scores was found to be .698. When eighth grade marks were weighted double, the correlation between the composite score and the high-school marks was .745. Since these coefficients are almost as high as the multiple coefficient, it appears that the use of such composite score would be a much simpler and practically as effective a method of prediction.

The correlation between the composite score and high-school English marks was .776; high-school algebra, .493; and high-school Latin, .664. The Otis Test scores in each case gave almost as high a correlation. The Stanford Achievement Test scores gave almost as high a correlation except in the case of algebra. The correlation between high-school English and eighth-grade English was .622, and that with the reading test of the Stanford Test was practically as high. The correlation between high-school algebra and eighth-grade mathematics was only .138; while that between algebra and the mathematics tests on the Stanford Test was .321. The correlation between high-school Latin and eighth-grade English was .558; while with the reading test of the Stanford Test, Latin correlated .539. It appears, therefore, that the most difficult of these three high-school subjects to predict was algebra.

23. Kruger, Lewis Dunn. *Methods of Classifying Junior High School Pupils*. August, 1928. Pp. 65.

This study is an attempt to determine which of several methods of combining various test scores is statistically most desirable. The author first sets up the following conditions which must be fulfilled by any valid method of equating scales:

1. One point on the first scale must be known to be equal to a point on the second.
2. A second point on the first scale must be known to be equal to a second point of the second scale.

3. The law establishing the relationship between successive points on the first scale must be known to be the law underlying the second.

In reviewing the literature on the subject he finds that the following procedures are the ones most commonly suggested and used for this purpose: average of original scores; average of ranks; the method of percentiles; equating the ranges of scores; standard scores; equating measures of variability (quartile deviations, standard deviations, mean deviations); conversion by means of regression equations; conversion into age scores; profile charts; and arbitrary weighting.

The data of the study were based on the records made by 144 pupils in the first year of a junior high school, on the National Intelligence Test, the Stanford Achievement Test, the average of the sixth-grade marks, and a subjective rating by the sixth-grade teachers. The following seven methods of combining scores were chosen as being representative of the most important general types: (1) Original scores. (2) Ranks. (3) Equating standard deviations. (4) Equating quartile deviations. (5) Use of arbitrary weights. (6) Standard scores. (7) Conversion into I.Q. scores by regression equations. The criterion of achievement on the basis of which the validity of the combinations was determined was made up of the mark earned at the end of the school year in examinations in English, geography, arithmetic and history, made out by the teachers of those subjects. The marks in these four subjects were combined by reducing them to standard scores.

The four original scores were found to correlate with the criterion as follows: National Intelligence Test, .744; Rating by Teachers, .683; Sixth-grade marks, .662; Stanford Achievement Test, .657. Each of the methods of combining scores was found to have a higher correlation with the criterion than any single score. These correlations were: Equating quartile deviations, .814; Equating standard deviations, .802; Ranks, .794; Standard scores, .786; Original scores, .772; Regression equations, .765; Arbitrary weights, .764. Since the probable errors were of the order of .02, it is evident that there is not a significant difference between the highest and the lowest coefficient.

The pupils included were then divided on the basis of the criterion into five approximately equal groups, and graded "A", "B", "C", "D", and "E", respectively. The divisions were also made as they

would have been made had each of the methods of combining been used, and the number who were misplaced (with reference to the criterion grouping) in each case was determined. It was found that the percentage of misplacement under each method of combining scores would have been as follows: Quartile deviations, 48 per cent; Original scores, 49; Standard scores, 51; Standard deviations, 52; Ranks, 52; Regression equations, 53; Arbitrary weights, 58. It may be said, therefore, that with the exception of the method of arbitrary weights, there is but very little difference in the results of employing the different methods. In the case of all methods, Groups "A" and "E" have the fewest misplacements, while the other groups have about the same number each. The pupils misplaced in the three middle groups are distributed rather evenly over each entire group. The misplaced pupils in the outer groups tend to be near the borderline between those groups and the next groups. There were found to be 45 pupils who were misplaced by all seven methods; 16 misplaced by six methods; ten by five methods; three by four methods; seven by two methods; 20 by one method; and 37 were not misplaced by any method. A total of 107 pupils were placed in the same group by at least six of the seven methods of combining scores. Two pupils were each put in four different groups by the different methods.

The final conclusion of the study is that there is very little difference between the various methods of combining scores. The slight difference in validity favors the use of the method of equating quartile deviations, and is unfavorable to the use of arbitrary weights.

24. Lange, Irene Dunn, *The Value of the Otis Self-Administering Test of Mental Ability as a Means of Predicting the Success of Pupils in Junior High School*. September, 1927. Pp. 63.

This study was made to find whether a teacher can predict with reasonable accuracy the success which a pupil will attain in the various courses he may take in the junior high school. Its purpose was to determine what relation exists between the intelligence quotient, as found through the Otis Intelligence Test, and success in the junior high school as measured by teachers' marks. The need for guidance in the junior high school emphasizes the need for some measure which may be used by teachers in assisting in the election of subjects. A careful use of such a device would enable the school to avoid heavy mortality in the school through failure.

Numerous studies have been made to determine the relation of intelligence, as measured by various tests, to success in school. A study of these investigations shows that there is agreement on two points; first, that group intelligence tests have prognostic value for groups of students, and, second, that factors other than intelligence play an important part in a pupil's success or failure in various subjects. This study extends over the three years of junior high school work and correlations have been made for every subject in each of the three grades, seventh, eighth, ninth.

The data were obtained from the office records of the Franklin Junior High School at Racine, Wisconsin. Form A of the Otis Test was given in September to all three grades and the scoring was done by the author. Form B was given under the direction of Professor Clapp of the University of Wisconsin in the following February. In both cases the administration and scoring of the tests were carefully done.

In order to obtain further information a survey was made of the school district to learn the social status and the nationality of the parents of the pupils. The findings of the survey revealed the following facts:

1. As far as nationality and social standing are concerned, the Franklin Junior High School District is made up of a heterogeneous group.
2. Practically half of the pupils have foreign born parents.
3. The professional class of parents is small.
4. About 73 per cent of the parents do manual labor and about 27 per cent belong to the professions.
5. In this district a greater percentage of the native born children of Northern European parentage are found in the superior group.
6. The percentage of superior children increases rapidly as the social standing of the parents advances.
7. The data were not sufficient to determine the influence of the environment on the pupils.

The study embraces computations for sixteen subjects for the seventh grade, twenty subjects in the eighth grade, and for nineteen

subjects in the ninth grade,—Correlations between IQ's and school marks were made for each subject in the three grades. The correlation between the two forms of the test for the entire group of 600 pupils was found to be $.947 \pm .0027$, which is high when compared with other findings on the two tests.

The correlations between the IQ's of the pupils of the seventh, eighth, and ninth grades and their subject-matter marks are given in the following table.

TABLE I

CORRELATION BETWEEN SCHOOL MARKS AND
INTELLIGENCE QUOTIENTS FOR GRADES
SEVEN, EIGHT AND NINE

Subject	Grade 7		Grade 8		Grade 9	
	Cases	r	Cases	r	Cases	r
English.....	387	.588	405	.585	378	.603
Literature.....	380	.509	380	.52		
Social Subjects.....	375	.445	413	.576	395	.511
Mathematics.....	375	.438	393	.541	301	.490
Shop Work.....	179	.164	125	.153	123	.172
Mechanical Drawing.....	177	.134	125	.123	123	.144
Latin.....			97	.43	90	.450
Typewriting.....			198	.01	190	.005
Junior Business Practice.....			107	.40	100	.413
Penmanship.....	356	.088				
General Science.....			200	.518	190	.530
Sewing.....	200	.376	200	.39	150	.410
Cooking.....	200	.413	200	.431	150	.451
Physical Geography.....					50	.430
Art.....	381	.18	175	.21	103	.190
Music.....	383	.22	114	.24	50	.260
Orchestra.....	65	.20	60	.21	60	.210
Physical Training (Boys).....	180	.163	150	.154	126	.189
Physical Training (Girls).....	200	.24	200	.193	179	.187
Hygiene (Boys).....	180	.145	150	.168	126	.192
Hygiene (Girls).....	200	.196	200	.210	179	.153
French.....			20	.480		

The correlations were summarized by departments for the purpose of comparing the results with those found by Hoke in his study of the correlations of intelligence and scholarship in the high-school subjects in 1926. The correlations for the two studies are presented in Table II.

TABLE II
COMPARISON OF THE COEFFICIENTS OF CORRELATION
FROM HOKE'S STUDY AND THE PRESENT STUDY

Subject	r Hoke's Study	r Present Study
English	.44	.59
Latin	.39	.44
Mechanical Drawing	.36	.13
Music	.34	.24
Cooking	.31	.43
Science	.30	.52
Art	.26	.19
Sewing	.25	.39
Writing	.02	.09
Typewriting	.01	.01
Shop	.10	.16
Civics	.49	.51
Algebra	.38	.49

In general, the findings of the study are in keeping with the results obtained by other investigators. The correlations are highest for the academic subjects and lowest for the vocational subjects. The writer believes that such data as she has collected, if intelligently used, will enable administrative officers to avoid the wasteful trial and error methods which generally prevail in the classification of pupils. The data seem to warrant the following conclusions.

1. The Otis Self-Administering Test of Mental Ability, although susceptible of probability of error like other group tests, is fairly reliable and useful in determining the intelligence of pupils, which is a significant factor in determining the success of pupils in junior high school.

2. The Otis Self-Administering Test of Mental Ability appears to have practically no value for the prediction of success in such subjects as typewriting, mechanical drawing, penmanship, and physical training. The low degree of correlation found indicates that there are other factors as potent as intelligence that determine success of pupils in these subjects.

3. A case study of the various correlations shows that while the Otis Test is helpful in group diagnosis, it is only a slight improvement over mere chance when one attempts to predict the success of an individual pupil from the score made on the test.

4. The test aids in the discovery of two kinds of pupils, namely, those who are of high mentality and need to be stimulated to do work which is commensurate with their ability, and those who are of low mentality who need guidance and help to prevent maladjustment and early withdrawal from school.

25. Senour, Alfred C., *The Relation Between the Intelligence and the Success of 206 Pupils in the Junior High School*. September, 1927. Pp. 72.

This investigation was undertaken to determine the relationship between intelligence and the school success of 206 pupils who entered the East Chicago Junior High School at the beginning of the year in September, 1923. It was undertaken with the idea of discovering facts which would indicate whether or not the junior high school in question was accomplishing the purposes for which it was instituted.

Intelligence as used in the study was interpreted to mean the mental ability either inherent or acquired, which may be measured by a mental ability test and may be indicated by an intelligence quotient. School success was evaluated in terms of, (1) continuation in school, except for removal from the city; (2) maintenance of normal grade placement by the performance of the work of the school satisfactory as to quantity and quality; (3) avoidance of subject-failure; (4) acquisition of "credit hours" for a semester or a series of semesters sufficient in number to be equal to, or 100 per cent of, the number of "credit hours" acquirable by making a mark of "A" in each subject undertaken, that is, acquisition of a semester scholarship-index of 100.

The mark "A" means average; it is worth 5.0 credit hours to the pupil carrying a subject in which preparation is necessary and in which classes meet five times a week. It is worth 3.3 credit hours when made in a subject requiring no preparation and in which classes meet five times a week. For courses requiring no preparation, meeting four times, three times, two times, and one time a week, it is worth 2.7, 2.0, 1.4, and .7 credit hours respectively. The other marks "S" superior, "E" excellent, "F" fair, and "P" poor, each have values dependent on the type of course and the number of times per week classes in the course are held. These values were more or less arbitrarily assigned in an attempt to weight the types of courses and the different degrees of excellence of performance of the work.

By the method described, it was possible to compute a scholarship-index for each pupil for the semester which could be compared with his intelligence quotient.

From the data thus obtained certain primary conclusions were reached from which certain corollary conclusions were derived.

PRIMARY CONCLUSIONS

1. Intelligence was of decided importance in the matter of the continuation of pupils in the school. Some pupils of low intelligence remained in school through six semesters, but a much larger proportion of duller pupils than of more capable pupils left. The tendency was for the duller pupils to be less successful in respect to continuation in school.

2. Intelligence influenced to a noticeable extent the grade placement of the pupils at the close of the period of the investigation. The coefficient of correlation, $.44 \pm .05$, between I.Q.'s and total credit hours, the item used by the school in deciding a pupil's grade-placement, gives support to the statement. Acceleration was achieved only by those better than median in intelligence. Almost one-fifth of the pupils of various degrees of intelligence were retarded, but the percentage of pupils below median I.Q. and retarded was nearly three times greater than the percentage of pupils above median I.Q. and retarded. There is an observable tendency for the pupils unsuccessful in maintaining normal grade-placement to grade less than median in intelligence.

3. Intelligence was an important factor in the quantity of pupil-failure in the subjects. If pupils left school, the quantity of failure, expressed in fractional subject-failures per pupil-semester enrolment, for pupils with I.Q.'s less than 100 was approximately three times greater than it was for pupils with I.Q.'s of 100 or above. If pupils continued in school, the quantity of subject-failures, similarly expressed for pupils with I.Q.'s less than 100 was approximately two times greater than it was for pupils with I.Q.'s of 100 or above. The quantity of failure in the subjects, expressed in fractional subject-failures per pupil-semester enrolment, for pupils with I.Q.'s less than 100 who left school was nearly two times greater than it was for pupils of the same grade of intelligence who continued in school.

Evidently pupil elimination was increased by subject-failures by many pupils of low intelligence.

4. Intelligence had some influence in determining the degrees of scholarship with which the work was done. The correlations found between I.Q.'s and semester indices of scholarship for the pupils of the city as a whole varied from .23 to .38. These correlations are not especially marked and are considerably lower than correlations usually found between intelligence and scholarship. They indicate some relationship but suggest that scholarship has been materially influenced by other factors. Pupils of better than median intelligence tended to have better scholarship more regularly than did pupils of less than median intelligence. But some pupils of better than median intelligence regularly had poor scholarship, while some pupils of less than median intelligence had a part of the time better than average scholarship.

COROLLARY CONCLUSIONS

This investigation shows that the junior high school in East Chicago is not entirely accomplishing some of the purposes for which it was instituted.

1. It is not providing educational facilities for nearly all the early-adolescent pupils of the city. A considerable number of pupils of low intelligence practically have passed the early-adolescent stage before reaching junior high school. Another large number with low intelligence leave shortly after entering, in part at least because the work is not sufficiently adjusted to their intelligence.

2. It is not making it possible for many adolescents of lower intelligence to maintain normal grade progress. Maintenance of normal grade progress is necessary if pupils are to continue associations with pupils of similar social and physiological development. Nevertheless, the junior high school probably has made normal grade-progress more nearly possible than the traditional school organization would have done because in the junior high school promotion and failures are by subjects and not by grades.

3. It is not making it possible for many of its pupils of lower intelligence to be trained with chances for success in scholarship and in avoidance of subject-failure at all comparable with the chances which pupils of higher intelligence have. This is true, probably, be-

cause sufficient reorganization of the curricula has not been made to meet the needs of these pupils of lower intelligence. But the junior high school probably has made such training more nearly possible than the traditional school organization would have done because of its introduction of a wider scope of activities.

26. Tate, Hugh Oliver. *Predicting the Success of High-School Freshmen by Means of Tests and Teachers' Marks*. August, 1928. Pp. 65.

The purpose of this study was to determine to what extent eighth-grade teacher marks, achievement tests and one prognostic test, and intelligence test scores may be used to predict the success of Freshmen in high school. The relation between the preceding factors and the success in freshman English, algebra, civics, and Latin are especially considered. The study is based on data obtained from the Freshman during the school year 1927-28 in a junior high school in Muncie, Indiana, and in three township consolidated schools, also in Indiana. A mental test, a reading test, and a Latin prognostic test were given at the beginning of the school year to the Freshmen of the junior high school, while a greater variety of tests, including two mental tests, two reading tests, two civics tests, and an English achievement test, were given to the Freshmen in the consolidated schools at the end of the school year. Teachers' marks for the eighth grade and both semesters of the first year of high-school work were copied from the school records.

In the case of the junior high school students, it was found that freshman marks had the following correlations with various other factors: with eighth-grade marks, $.806 \pm .021$; with I.Q., $.645 \pm .035$; with reading scores, $.235 \pm .057$. Eighth-grade marks also correlated with I.Q. $.567 \pm .041$; and with reading score $.265 \pm .056$. I.Q. and reading score correlated $.472 \pm .046$. The coefficient of partial correlation between freshman marks and eighth-grade marks with intelligence held constant was .6995 and the correlation between freshman marks and intelligence with eighth-grade marks held constant was .386; while between eighth-grade marks and intelligence with freshman marks held constant the correlation was only .104. From these coefficients the writer then obtained the regression equation, which was found to have a probable error of .352. The coefficient of multiple correlation between freshman marks, eighth-grade marks, and I.Q. was found to be .838.

The correlations between freshman English marks, on the one hand, and the other factors on the other were found to be as follows: eighth-grade marks, $.807 \pm .021$; I.Q., $.643 \pm .035$; reading score, $.265 \pm .056$. The partial correlation coefficients were found to be .701 between freshman English marks and eighth-grade marks with intelligence held constant; .381 between English marks and I.Q. with eighth-grade marks held constant; and .106 between eighth-grade marks and I.Q. with freshman English marks held constant. The coefficient of multiple correlation in this case also was found to be .838. The regression equation for estimating freshman English marks from the other factors was found to have a probable error of .442.

The coefficient of correlation between freshman algebra marks and eighth-grade marks is $.740 \pm .027$; between algebra marks and I.Q. it is $.585 \pm .040$. The partial correlation coefficient between algebra marks and average eighth-grade marks with I.Q. held constant is .611, and between algebra marks and I.Q. with eighth-grade marks held constant it is .299, indicating that I.Q. as a factor in success in algebra is low, especially in comparison with eighth-grade marks. The multiple correlation coefficient between algebra, eighth-grade marks, and I.Q. is .767. The regression equation for predicting algebra marks from the other factors was found to have a probable error of .571.

In a similar manner the corresponding partial coefficients, and regression equations were obtained for other combinations of factors, and also for the group of pupils from the consolidated schools. The general conclusions of the study include the following: prediction may be made with a greater degree of accuracy in the junior high school than in the consolidated schools. Eighth-grade marks with teachers' marks as a criterion are the most valuable as a predictor in both the junior high school and consolidated schools. The average of eighth-grade marks is a better predictor of freshman algebra, English, and civics marks than are the marks in the corresponding eighth-grade subjects, arithmetic, English, and history. A prognostic test such as the Solomon-Orleans Latin Prognostic Test is valuable as a predictor, in at least some cases. A reading test such as the Thorndyke-McCall Reading Scale and the Monroe Silent Reading Test have small predictive value compared with that of I.Q. and eighth-grade marks. The relationship between average freshman

marks and scores on the Indiana Composite Achievement Test depends upon the relation of each to eighth-grade marks and I.Q. The relationship between the Indiana Composite Achievement Test and the average eighth-grade marks is fairly high, so that the Indiana Composite Achievement Test is a fairly good measure of eighth-grade success when eighth-grade marks are used as a criterion.

27. Todd, Gertrude Evelyn. *An Analysis of Intelligence Tests to Determine Their Predictive Value with High-School Subjects*. August, 1928. Pp. 72.

The purposes of this study, as expressed by the author, were: To make a study of intelligence tests as a means of predicting success with high-school subjects in general; to determine to what degree the scores attained on the Terman Group Test of Mental Ability are predictive of success with high-school subjects through grades nine and ten; and to determine whether the single tests, of which the group test is composed, could be used as a means of prediction. The data for the study were gathered at Pekin Community High School, Pekin, Illinois during the year 1927-28. A total of 397 pupils were included in the study. These pupils had been tested on their admission to high school, and the data from the tests were used. The grades earned by these pupils during their first two years in high school were also obtained. In order to determine which single tests to study in relation to the particular subjects the opinions of a group of high-school teachers were obtained concerning the tests which ought to give some indication of the ability required in each subject.

A distribution of the grades given in the case of each semester of each subject shows in almost every case a very decided bi-modal curve. One mode seems to be located in each case between 75 and 80, and the other mode between 85 and 90. Occasionally, as in Civics, the second mode occurs between 90 and 95. In the first semester of the freshman year the curves all have a tendency to skew to the right, but through the second, third, and fourth semesters the curves gradually swing to the left.

A distribution of the total scores on the intelligence test gives a curve which to a certain extent approximates a normal curve. However, the curves of the scores on individual tests are in most cases far from normal, some being skewed to the right, some to the left, and some having two or more modes. The entire set of curves,

both on teachers' marks and on the intelligence tests, seem to be very irregular considering the number of pupils—almost four hundred—upon which they are based.

The scores on the total intelligence test, and on individual tests, were correlated with the grades in the various subjects. The individual tests are described as follows: Test I, Information; Test II, Best Answer; Test III, Word Meaning; Test IV, Logical Selection; Test V, Arithmetic; Test VI, Sentence Meaning; Test VII, Analogies; Test VIII, Mixed Sentences; Test IX Classification; Test X, Number Series.

In mathematics it was found that the total intelligence test score correlated as follows with the mathematical subjects; Algebra I, $.389 \pm .029$; Algebra II, $.284 \pm .031$; Geometry I, $.333 \pm .031$; Geometry II, $.292 \pm .031$. Among the individual tests, there was only one which in any case had a higher correlation with these grades than did the total test score. Test X, the number series test, correlated $.290$ with Algebra II, and $.307$ with Geometry II. The other tests for which coefficients of correlation were obtained were; Test I, Test IV, Test V, Test VII, Test IX. The correlation in Test V steadily increases through the four courses. Test VII also has a high correlation in several cases. Test IX correlates rather high with Geometry II.

In the case of English the complete test correlated as follows: English I, $.376 \pm .029$; English II, $.287 \pm .031$; English III, $.331 \pm .030$; English IV, $.323 \pm .030$. The individual tests for which coefficients of correlation were found were: Test I, Test III, Test IV, Test VI, Test VII, and Test IX. Test III had a slightly higher correlation with English III than did the complete test; in all other cases the correlations with the individual tests were lower than were those with the complete test.

In the social science group the correlations with the complete test were found to be as follows: Ancient History I, $.367 \pm .034$; Ancient History II, $.286 \pm .038$; and Civics, $.088 \pm .062$. The individual tests for which correlation coefficients were found in this case were: Test I, Test II, Test III, Test IV, Test VI, and Test IX. None of these correlated more highly than the complete test with Ancient History I. In the case of Ancient History II, Test II, Test III, Test IV, and Test IX had coefficients higher than that for the complete test.

The highest was that with Test III, $.376 \pm .036$. In the case of Civics, only two individual tests, Test I and Test III had correlations higher than the extremely low coefficient for the complete test. The highest was Test III, $.114 \pm .065$.

In the commercial subject group the following correlations were found with the complete test: Bookkeeping I, $.203$; Bookkeeping II, $.132$; Business Arithmetic, $.131$. The individual tests used in this case were Test I, Test IV, Test V, Test VII, Test IX, and Test X. Test X had a slightly higher correlation than did the complete test with Bookkeeping II; Test V, IX, and X correlated somewhat more highly than did the complete test with Business Arithmetic. But in no case was the correlation particularly significant.

The complete test correlated $.205 \pm .044$ with Latin I, and $.355 \pm .042$ with Latin II. The individual tests for which coefficients of correlation were obtained were Test I, Test III, Test IV, Test VI, and Test VIII. A few of these had slightly higher correlations than did the complete test with Latin I, the highest coefficient being that of Test III, $.261$. None of the individual tests correlated more highly with Latin II than did the complete test.

In the modern language department the complete test had a correlation of $.226 \pm .061$ with Modern Language I, and $.257 \pm .064$ with Modern Language II. The individual tests used were Test III, Test VI, and Test VII. The latter correlated $.228$ with Modern Language I. Each of the others had a coefficient lower than that of the complete test.

The correlation between the complete test and the marks in the department were as follows: English, $.33$; Mathematics, $.33$; Social Studies, $.25$, Commercial, $.16$; Latin, $.28$; Modern Languages, $.24$. In no case was the correlation for any individual test greater than that of the complete test.

A sample group of fifty pupils, who entered during the middle year of the period covered by the study, was considered. It was found that the correlations for this sample were practically the same as those for the larger group. This group was then divided into two sections, on the basis of intelligence, and then divided again on the basis of average marks earned. It was found that 24 out of the 50 pupils were placed differently by the two criteria.

VIII. CORRELATION OF PHYSICAL AND MENTAL FACTORS

28. Cook, Paul McCracken, *The Significance of Anatomical Development in Relation to Certain Educational Problems*. September, 1927. Pp. 92.

The laboratory schools of the University of Chicago have been making and measuring radiographs of the right hands of children for the past seven years. As a result there has accumulated in the archives of the schools, ample evidence for determining how children grow anatomically, on the average. Assuming that the laboratory schools will continue to carry on such work, the time will come soon when individual growth curves will be a possibility. There are important questions relative to the application of this knowledge to the problems of pupil administration about which comparatively little is known. For instance, what is the significance of anatomical development as related to remedial problem cases of the learning type? What is the relation between anatomical development and general physical robustness as indicated by the weight-height index or by under and over-weight? Is there any significant relation between anatomical development and mentality as revealed by the intelligence quotient? Is anatomical development a factor of any consequence as related to the progress of a child through school? In a given school grade, what is the relation between anatomical development and mental development as shown by the composite mental score?

The purpose of this investigation was to determine within the limits of the data available, the significance of the degree of anatomical development as shown by the ossification ratio. In the solution of problems, two major lines of study were carried on in the investigation. First, an attempt was made to determine what constitutes average anatomical development for each age and sex. Data consisting of 2671 radiographs of the right hand and all measurements thereon were available in the files of the Laboratory Schools. These data are for children of ages 5 to 18 inclusive. Second, an attempt was made to determine whether precocity or immaturity, as indicated by the variation from the age and sex average, have any significant relationship to pupil's general physical robustness, his intellectual ability and his progress and achievements in school work.

The files of the Laboratory Schools provided adequate data for making the comparisons desired. The data used warrant the following conclusions.

1. Anatomical development of girls, as indicated by the ossification ratio, is from a year and a half to two years in advance of that for boys of the same chronological age.
2. Girls approach anatomical maturity, as indicated by the ossification ratio, much earlier than boys do.
3. The marked differences in anatomical development of boys as compared with girls make it perfectly clear that each sex must be considered on its own merits in any study purporting to show relationship between anatomical development and other factors.
4. Anatomical development, as expressed by the ossification ratio, does not show any significant relationship to mental development as expressed either by the composite mental scores or by the intelligence quotient.
5. The relationship between general physical robustness, as expressed by the weight-height index, and mental development, as expressed either by the composite mental scores or by the intelligence quotient, seems to be no more significant than the relationship between anatomical development and mental development. It is felt that the evidence is not adequate to justify a positive conclusion in this regard. The problem would seem to justify further study.
6. Anatomical development, as indicated by the ossification ratio, is not a factor which conditions school progress. The correlation coefficients for six groups (ranging in number from 72 to 124) are both positive and negative and very low.
7. Mentality as indicated by the Binet Intelligence Quotient is a factor which conditions school progress.
8. There is no significant relationship between anatomical development, as expressed by the ossification ratio, and the ability to do school work satisfactorily, so far as may be determined by the study of fifty-two remedial cases of the learning type.
9. There is no significant relationship between anatomical development or physical development and school achievement as measured

by standardized tests so far as may be determined by the study of fifty-four sixth-grade children.

10. The evident disagreement of two of the conclusions, which are based upon distinctly different groups of data, would seem to indicate that if ossification and weight-height index are significantly related, as indicated by positive correlation coefficients of .215 to .433 secured on six groups of unselected data, there must be another and perhaps more significant factor present in the case of such an abnormality as decided under-weight. In the absence of such a factor, we should be inclined to accept the findings based upon the smaller group of selected data, namely that there is no significant relationship between anatomical development as expressed by the ossification ratio and physical condition as expressed by the weight-height relationship.

11. There has been some tendency to use the ossification ratio for diagnostic purposes. The findings of this study indicate that the ossification ratio has no value for diagnostic purposes. We are disinclined to accept these findings as final, however, in view of the fact that we have made no studies of individual cases.

12. Anatomical age based upon the ossification ratio, contrary to the position taken by Woodrow, has no value as a correction to chronological age.

13. If anatomical development has any significance whatsoever to school administration, it does not appear in our data nor does it appear in any other studies of consequence which have been reported.

29. Davis, Alice Everett. *Correlations in the Physiological and Mental Development of High-School Boys*. March, 1928. Pp. 92.

The purpose of this study was to determine the significance of physiological and anatomical age in relation to intellectual development. Data were obtained concerning ossification ratio, height, weight, intelligence quotient, and age of physiological maturation for the boys in the University High School of the University of Chicago. Throughout the study the results are compared with those of an earlier investigation of similar factors in relation to the girls of the same school.

For the entire group of boys the mean ossification ratio was found to be 1.059; the mean height, 66.232 inches; the mean weight, 120.52 pounds; and the mean I.Q. 114.375. The boys were divided into five age groups, from 13 to 17 years, inclusive. The mean I.Q.'s found for these age groups were: age 13, 117.01; age 14, 114.95; age 15, 116.996; age 16, 112.322; age 17, 105.368. The mean ossification ratios for the same age groups were: age 13, 1.023; age 14, 1.02; age 15, 1.05; age 16, 1.09; age 17, 1.086. The mean heights were found to be: age 13, 62.94 inches; age 14, 64.46 inches; age 15, 66.50 inches; age 16, 68.99 inches; age 17, 67.32 inches. The mean weights were: age 13, 101.85 pounds; age 14, 109.00 pounds; age 15, 124.43 pounds; age 16, 134.10 pounds; age 17, 134.62 pounds. The girls studied in the earlier investigation had higher mean ossification ratios at all ages except 13; the boys at all ages were taller; the girls were of practically the same weight as the boys at ages 13 and 14, six pounds lighter at age 15, and fifteen pounds lighter at ages 16 and 17. In the present study the weight-height indices for the age groups were found to be: age 13, .409; age 14, .511; age 15, .531; age 16, .588; age 17, .612. In an earlier study these had been found to range from .265 for age 13 to .342 for age 17.

The boys at age 14½ were divided into two groups: those physiologically mature, and those physiologically immature. The mean ossification ratio for the mature group was 1.03, and for the immature 1.02; the mean height of the mature group was 67.1, and of the immature, 64.3; the mean weight of the mature group was 136.4, and of the immature, 109.1; the mean I.Q. of the mature group was 117, and of the immature, 114. These data indicate that the mature group were superior in every item, including intelligence.

Correlation coefficients between precocity of maturing and ossification ratio were computed for each age group. The highest was for age 16, $.189 \pm .075$. The earlier study of the girls of the high school had shown coefficients of marked positive significance in at least two cases. In the present study, when the groups were combined, the coefficient was .185; when age was partialled out it was .150.

When age of maturing was correlated with height, there was found to be a correlation of .429 for the 14 year old group; .421 for the 15; .300 for the 16; and $-.057$ for the 17 year old groups, respectively. When all groups were combined the correlation was .265; when age was partialled out it became .30.

The relationship between age of maturing and weight was found to be somewhat similar. The highest correlation in this case was that of the 15 year old group, which was .404. For the 17 year old group the correlation was insignificant, -.003, for the other age groups it was possibly significant. When the groups were combined the correlation was found to be .381; with age partialled out it became .310. Similar results had been found in the case of the girls.

When precocity of maturing was correlated with weight-height index, the following results were obtained: age 14, .38; age 15, .41; age 16, .26; and age 17, -.11.

When age of maturing was correlated with I.Q. the relationship was found to be insignificant in all cases. When the age groups were grouped together, the coefficient was -.121; when age was partialled out, it became -.054.

The correlations between I.Q. and ossification ratio were found to be as follows: age 13, .039; age 14, .172; age 15, -.235; age 16, -.005; age 17, -.100. When the age groups were combined, the coefficient was found to be -.021; when age is partialled out, it became .095. It seems quite clear from this result that ossification ratio does not bear any significant relationship to intelligence.

The correlation between I.Q. and height was found to be .319 in the case of the 13 year old group; and .314 in the case of the 14 year old group. In the other age groups it was not so high; and in two cases it was slightly negative. When the groups were combined and age partialled out the coefficient became .023.

The relationship between I.Q. and weight was .260 for the group at age 13; in all other cases it was entirely insignificant. When the groups were combined the coefficient was found to be .106, and when age was partialled out this became .053.

The relationship between I.Q. and weight-height index was found to be as follows: age 13, .28; age 14, .07; age 15, .12; age 16, -.11; age 17, -.05. Most of these results agree quite well with those found in the earlier study of the high-school girls. It is evident that intelligence is not very closely related to physiological or anatomical growth.

The study included a consideration of certain boys who were considered exceptional from the point of view of physiological develop-

ment. Seventeen boys were found who became pubescent between $11\frac{1}{4}$ and $13\frac{1}{4}$ years; these were considered accelerated. Sixteen others were found who matured between $15\frac{1}{4}$ and 17 years; these were considered retarded. The I.Q.'s of the accelerated group ranged between 95 and 150, with a mean at 124.37; those for the retarded group ranged between 95 and 150, with a mean at 122.5. Of the physiologically accelerated, 9 were 1 year accelerated in school; 7 were normal; and 1 was retarded 2 years. Of the physiologically retarded, 2 were accelerated 2 years in school, 11 were normal, 2 were retarded 1 year, and 1 was retarded 2 years. The teachers' ratings given to the two groups were very similar. There seemed to be some evidence that the accelerated boys were above the average in both height and weight; the retarded group, however, did not appear to be below the average. There seemed to be some correlation between the general health of a boy and the age at which he became pubescent. A comparison of the teachers' ratings on social qualities indicated that there was a tendency for the early pubescent to be more adjustable to the demands of the school than the boy who is retarded in age of maturing.

IX. EFFECT OF EXTRA-CLASS ACTIVITIES ON SCHOOL MARKS

30. Baird, Harry Dill. *The Effect of Employment upon Marks and Extra-Curriculum Activities of High-School Pupils*. June, 1928. Pp. 47.

The purpose of this study was to determine the effect of employment after school hours on school activities of pupils. The method used was to secure from each pupil in the Joliet High School information regarding employment after school, by means of a questionnaire. Records of school marks, and of extra-curriculum activities were obtained from the student accounting files of the office. Two control groups of unemployed pupils were selected which were comparable to the employed group with respect to intelligence and sex. In addition, the grade placement of the members of the control groups was practically identical with that of the employed pupils.

It was found that among the boys twenty-five per cent were employed, while among the girls the percentage employed was 13.3. The mean semester mark of all employed boys was 76.94, as com-

pared with a mean of 77.23 for the unemployed boys. The mean mark for employed girls was 79.19, as compared with 80.65 for unemployed girls. Among the boys, 68.8 per cent of those employed had marks above passing, while the percentage for the unemployed was 73.7. Among the girls, the percentages were 81.7 for those employed, and 81.4 for those unemployed.

In the case of the employed boys, the average mark ranged from 78.62 for those who work for 0-5 hours per week, to 64.62 for those who work 36-40 hours per week. In the case of the first mentioned group, and of those who work for 11-15 and those who work 16-20 hours per week the average mark was above that of the control group. In all other cases, except for the group for whom the hours per week are not given, the average was below that of the control group. The group who work 41 or more hours per week had an average mark of 73.44, considerably above that of some of the other groups working fewer hours. It is explained that some of these boys had positions which permitted them to work or sleep while on duty. Among the girls, the average marks ranged from 80.68 for those working for 0-5 hours per week, to 74.96 for those working 41 or more hours per week. The only exception to a general decrease in average with increase in hours is for the group working 26-30 hours per week, which had an average mark of 83.42. Only the latter group, the group working 0-5 hours, and the group for which the number of hours was not given had averages above the average of the control group.

Among the boys, the group employed in office work had an average of 83.87, or 6.64 points above the average of the control group. The other groups averaging above the control group were those who were employed in delivering papers, as clerks in stores, in farm work, and in delivering groceries, passing bills, etc. The group with the lowest average was that one which reported the occupation simply as "laboring," with an average of 67.58. It was found that the boys in the groups obtaining better marks than the average and also ranked higher than the average in intelligence. The boys in the occupational groups which received average marks lower than the average for the school also had lower intelligence quotients than the average pupil in the high school. These groups also worked longer hours, on the average, than the average of those working. Among the girls, those who were doing house work, office work, and

stenographic work had average marks higher than the average of the control group. Those who were clerking, doing nursery work, and miscellaneous occupations, had average marks below the average of the control group.

The average mark of the 187 boys who stated that they did not like their work, was found to be 4.06 points below the mean of the control group. This group was not found to differ materially in intelligence from the general average. Also, they worked, on the average, practically the same length of time as the total employed group. The type of occupation was also about the same as for all employed boys. It appears, therefore, that the factor of dislike of work is in some way the cause of lower school marks. There was found to be very little difference in the average grades of the group who worked because they had to, those who worked to earn spending money, and those who reported all other reasons. In the case of the girls, those who worked because of necessity had a considerably lower average than did the other groups.

When wages earned were compared with marks obtained, it was found that the coefficient of correlation in the case of the boys was—.0228, while for the girls it was—.1701. The average wage earned by the boys was found to be 31.4 cents per hour and for the girls 27.9 cents per hour.

Those boys who reported that their outside work interfered with their school work had an average mark 5.96 points below the average of the control group. Those who said the outside work did not interfere had an average grade 0.32 points above the average of the control group; while those who did not know whether or not it interfered had an average of 1.25 points above the control group. In the case of the girls, those who felt their work interfered had an average grade of 7.61 points below the average of the control group; those who did not think it interfered had an average 1.13 below the control; while those who did not know had an average 1.59 above the control group.

It was found that the unemployed boys had on the average 55 per cent more extra-curriculum activities than did the employed boys. The average unemployed boy spent slightly over 100 per cent more time in extra-curriculum activities than did the average employed boy. For the girls the percentage of employed pupils

who engaged in extra-curriculum activities was almost identical with the percentage of unemployed who did so. However, the amount of time spent by the employed group in extra-curriculum activities was on the average considerably above that of the unemployed group.

There can be found in this investigation no basis for excusing poor school work on the ground of employment, unless it can be demonstrated that the employment is in reality too strenuous or that there is too much of it.

31. Dumas, Vera Madge, *Routine Activities in Relation to the Success of High School Pupils*. September, 1927. Pp. 68.

A high-school pupil's time is divided among scheduled time in school, outside study, extra-curriculum activities, reading, work, social and recreational activities, eating, and sleep. It was the purpose of this thesis to study and analyze the amounts of time spent on these various daily and weekly activities and occupations and to determine the effect that these factors have upon the scholarship or success of the individual pupil. By success is meant the standing that a pupil has in his school work as shown by the marks of his teachers.

The data used in the study were secured from a questionnaire submitted to the pupils, intelligence quotients computed from the scores on the Otis Self-Administering Test of Mental Ability, and from the permanent record cards on file in the office of the principal of the high school at St. Petersburg, Florida. Data were secured from 136 boys and 197 girls.

All of the routine activities of the pupils were arbitrarily classified into six groups for simplicity in treatment, namely; (1) outside study, (2) extra-curriculum activities, (3) reading, (4) work, (5) social and recreational activities (6) eating and sleeping. The data were organized in fifty-seven tables and are treated statistically. The limitations of the data prevent conclusions of general application although the findings are significant for the school studied.

The findings show that boys and girls in the St. Petersburg High School observe on the average the following time schedule for daily routine occupations: (a) 8.03 hours sleep for boys, 8.5 hours for the girls; (b) 6 hours scheduled time in school for both boys and girls; (c) 1.2 hours on outside study of school subjects for boys, 1.5 hours

for girls; (d) 1.08 hours reading for boys, .97 for girls; (e) 1.08 hours on home duties for boys, 1.06 hours for girls; (f) .79 hour in idleness for boys, 1.18 hours for girls; (g) .84 hour in conversation around the house for boys, 2.69 hours for girls; (h) The remaining 3.64 hours for the boys and 2.37 hours for the girls were spent in various ways. Other listed activities on which pupils may spend their time are outside study of special subjects, technical reading, remunerative work, and social and recreational activities.

The popular social and recreational activities for boys are "spending time down town," "in company of boy or girl friend," and "auto riding." For girls, "in company of boy or girl friend," "auto riding," and "parties." The average pupil spends one evening each week at the movies. The majority of the pupils take part in church work (this work includes not only attendance at service, but also work in the various organizations).

The correlation between I.Q.'s and school marks is .52 in the case of boys and .54 in the case of girls. The correlation between time spent on outside study of school subjects and school marks is very slight in the case of girls (.04) and negative in the case of boys (-.09). The partial correlation between time spent on outside study of school subjects and the school marks of the pupils of high I.Q. (115-133) with the effect of I.Q. left out, shows a correlation of -.099 for the boys and .11 for the girls. In the case of pupils with I.Q.'s below 100 the partial correlation between time spent on outside study and I.Q. with I.Q. held constant, is .0079 for boys and -.067 for the girls.

The average marks of pupils spending various amounts of time on outside study of school subjects, reading and home duties, are near the medians for the separate groups. The time spent on these daily routine occupations does not seem to affect the success of the individual in school. Comparisons of the average marks of both boys and girls spending various amounts of time on social and recreational activities reveal the fact that the amount of time spent does not seem to alter the average marks of the group except in a very few cases.

The study of individual cases of failing pupils and pupils who made very high marks also reveal a very slight effect from the various amounts of time spent on routine occupations. A number of students who do no outside study on school subjects make passing, and in some cases, very high marks. The study, as a whole, points to the fact that

the relationship between the routine activities engaged in by high-school pupils outside of school influence very slightly, if at all, the marks given by the teachers in the subjects studied.

32. Nickle, Clarence Eral, *A Statistical Study of the Relation of Extra-Curriculum Activities and Scholarship in High Schools*. December, 1927. Pp. 116.

The purpose of this study was to discover whether extra-curriculum activities in high school increase or decrease the possibility of success in school, or have no appreciable effect.

The data were obtained from ten of the largest high schools of the North Central Division of the Iowa State Teachers Association. The schools ranged in size from 98 to 589 pupils. The writer obtained records from these schools giving the names, sex, class, age, I.Q., and school marks of the pupils and the extra-curriculum activities in which the pupils participated.

At the outset of the study all of the extra-curriculum activities were divided into nine classes and the pupils were grouped into three classes according to their participation. Six other groups of pupils were introduced into the study to facilitate comparison. Two of the six groups, namely, all of the pupils and pupils not participating in extra-curriculum activities were introduced to assist by comparison in the determination of the status of four groups which participated in extra-curriculum activities, namely, all girls, all boys, athletic girls and athletic boys.

The extra curriculum activities were arbitrarily classified into ten groups and the data were then organized for purposes of correlation, into thirty-two tables. The conclusions were based on a number of deviations, central tendencies, correlations and comparisons which were made possible by the statistical treatment employed.

The evidence contributed by the study indicates a triple relationship between extra-curriculum activities and scholarship. Four types of activities increase the possibility of success in scholarship, three appear to have no appreciable effect on it, and two decrease it.

The four types of extra-curriculum activities which increase success in scholarship are declamatory, forensic, stenographic and publication. These types furnish opportunity for the pupils of higher intelligence and accomplishment to manifest their ability in an in-

tellectual way beyond the demands of the curriculum. The result of such activities is to increase scholarship in proportion as the activities are similar to those demanded by the curriculum. Declamatory, forensics, stenography, and publications enlist the interest of pupils and increase the possibilities of success in scholarship through the development and exercise of intellectual processes. Their aims are primarily scholastic.

The three types of extra-curriculum activities which show no appreciable effects upon scholarship are vocal music, instrumental music, and dramatics. They supply intellectual and social enjoyment of leisure time to the pupils of more than average intelligence and of emotional characteristics which demand expression but which do not contribute appreciably to success in curriculum studies. It cannot be affirmed from the evidence of this study that they decrease success in scholarship. They may hinder at times, but doubtless make up any deficiency by stimulus to mental life and by maintenance of the morale of the pupils participating. Vocal music, instrumental music, and dramatics supply pupils who participate in their activities, with an opportunity to educate themselves in an intellectual and social enjoyment of leisure time without an appreciable reduction of scholarship. Not only is intellectual stimulus derived thereby, but there is also a balance of emotional and intellectual exercises.

The two types of extra-curriculum activity which decrease success in scholarship are athletics and administrative offices. They give to ambitious boyhood and girlhood, enjoyment in attainment of honors through physical achievements or political and social management. In this purpose there is no aim of scholarship attainment or of development of enjoyment of leisure time by distinctively intellectual processes. Accomplishment, physical and social, which gives to the athletic hero or to the political aspirant the exultation of victory, may not be closely related to accomplishment derived through study, but it contributes to enjoyment of leisure time. These activities are therefore largely recreational. While they demand to some extent intellectual efficiency and emotional balance, they have existing in them, elements which divert the time and energies of the pupils engaged from adequate study of curricular subjects: Administrative activities and athletics supply opportunities for acquisition of honors and social prestige, but according to the evidence of this study, they decrease the possibilities of success in scholarship.

X. PUBLICATIONS

33. Coe, Wilfred Cursley, *A Study of the Make-Up, Management and Content of High-School Newspapers*. August, 1928. Pp. 70.

This study undertakes an intensive analysis of one class of high-school publications, namely, the newspaper, and deals chiefly with objective material found in the newspapers themselves. The problem of the author was to find out through actual analysis and study of numerous high-school newspapers representing a satisfactory sampling of schools, first, the mechanical make-up and form of the papers, second, the methods of management and control of the papers, and third, the nature of the content of high-school newspapers.

Letters were sent to 300 superintendents and principals of high schools in thirty-one states requesting two copies of different issues of their high-school newspaper. One hundred thirty-four schools responded to the request of the author.

The author grouped the newspapers in two ways for analytical treatment: first, according to the frequency of publication, namely weekly, bi-weekly, and monthly papers, and, second, according to the enrolment of the schools, namely, Group I, consisting of those schools with an enrolment of less than 500; Group II, consisting of schools of an enrolment between 501 and 1000; and Group III, consisting of those schools with an enrolment above 1000. The mechanical make-up and form of the papers were examined, the quality of the paper noted, the dimensions of the papers measured, the columns counted and the column widths measured the number of pages were noted, the number of column inches measured, and the kind of type determined. The methods of administration and the responsibility for the publications were determined from the letters which accompanied the newspapers in answer to the request and from the headings of the editorial columns. Organizations responsible for the management of the papers and the methods of finance were also noted.

The data obtained warrant the following general conclusions.

1. The weekly paper is found chiefly in the larger high school. A typical weekly is 19×12.5 inches in size, is a fourpage paper with five columns per page, has a column width of $2\frac{1}{4}$ inches, contains approximately 350 column inches, and is printed on "number one

news print" paper with eight point type. The bi-weekly paper is found in all sizes of schools. The median bi-weekly paper is printed on "machine finish" paper with 8 point type, is 18 x 12 inches in size, has four pages with five columns per page, has a column width of $2\frac{1}{4}$ inches, and contains approximately 325 column inches. The monthly newspaper is found chiefly in the smaller schools. The median monthly paper is printed on "machine finish" paper with eight-point type, is 15.5 x 11 inches in size, has four pages with four columns per page, has a column width of $2\frac{1}{4}$ inches, and contains 250 column inches. Of the three papers the bi-weekly has all the characteristics of the median for all three types and is therefore typical of all school papers for all sizes of schools.

2. It was found that the management and control of the high-school newspapers are largely in the hands of the pupils. One hundred of the 134 schools reported that the papers were published by the pupils of the whole school rather than by any particular class or department. However, 128 of the 148 schools responded that the faculty advisers taught English or Journalism. These data indicate that the actual composition of the papers take place under the supervision of the English department. Editors and business managers were common to all papers and all papers had faculty advisers. In most cases ample supervision was provided, although the actual work was in the hands of the pupils.

3. High-school newspapers appear to derive benefits from affiliations with press associations. This is evidenced from the fact that in the 134 papers, 187 memberships were held in press associations, some schools having membership in more than one association. This usually occurred in the case of the school which belonged to a state association and a general association like the Central Interscholastic Press Association, which included in its membership 50 of the schools in this study. Quill and Scroll had a membership of 11, Columbia 16, the Rocky Mountain Press Association 6, the Eastern Press Association 2, Southern Press Association 2 and the Northern Press Association 1.

4. High-school newspapers are generally self-supporting. One hundred and thirty-eight of 144 schools reported that the papers were fully financed by means of advertising and subscriptions. As the size of a school increases the cost of publishing newspapers increases.

The range is from \$10.00 per issue in Group I to \$175.00 per issue in Group III. The median cost is \$43.33 per issue, for all groups. The median cost for the weekly in Group I is \$35.00, in Group II \$42.50 and in Group III \$58.33. The significant thing in all the data concerning the financing of newspapers is the fact that through this medium schools are training students in business methods and honesty and hence in citizenship.

5. From the standpoint of expense, the typical weekly paper costs \$44.35 per issue, \$1.00 per year subscription, or 5 cents per copy to the purchasers of single issues.

Sixty per cent of the cost is paid by advertising and 40 per cent by subscriptions. The median bi-weekly cost \$51.76 per issue, \$1.00 per year subscription, 5 cents per copy, and 70 per cent of the cost is paid by advertising and 30 per cent by subscriptions. The median monthly paper cost \$49.90 per issue, \$1.00 per year subscription, 5 cents per copy, and 52.5 per cent of the cost is paid by advertising, and 47.5 per cent by subscriptions.

6. The most significant fact resulting from the analysis of the content is that 24.54 per cent or almost $\frac{1}{4}$ of the entire space of the papers were devoted to advertising, just one of the 23 topic divisions. The evidence found in the study points to the fact that advertisements are included in the newspapers primarily for the purpose of financing the publication. Ninety-two of the 134 schools paid the greater part of the expense of publishing their papers by means of advertising.

7. Athletics are regarded as the most important of the pupil activities as shown by the fact that 13.45 per cent of the total space is devoted to such news. The division of the space into boys' and girls' athletics reveals the facts that 11.91 per cent of the space was devoted to boys' athletics and 1.54 per cent to girls' athletics. It is evident that the interest is chiefly centered in boys' athletics. The possible reason on the one hand is that in many schools girls do not engage in interscholastic or in intra-mural athletics and on the other hand that much emphasis has been placed on boys' athletics both by local school authorities and by state athletic associations.

8. Three subject-matter divisions consume 37.99 per cent of the total space in the papers, namely, advertisements, boys' athletics and girls' athletics. It is significant that the other 20 divisions of ma-

terial utilize only 62.01 per cent of the total space, ranging from 6.54 per cent for "feature sections" to .73 per cent for "general interests." Purely extra-curriculum activities such as boys' athletics, girls' athletics, music, dramatics, contests, class notes, subject-matter clubs, assemblies, non-subject-matter clubs and class notes together utilize 34.63 per cent of the space. Items pertaining to interests outside of the school such as general interests, alumni news, faculty news, exchanges, use 4.93 per cent of the total space. And those which have their basis in literary and composition work, such as creative literary efforts, humor, editorials and features use 20.38 per cent, and the mechanical features such as staffs and cartoons and pictures use 5.78 per cent of the space.

9. Frequency of publication and the size of school were determining factors in the degree of emphasis placed upon certain features of the papers. Especially noticeable was the emphasis placed on "creative literary efforts" by the monthly papers. This can probably be explained by the fact that schools with monthly papers are not likely to publish magazines and hence use the newspaper as a medium for literary efforts. Also, it was noticeable that as the size of the school increased the greater was the number of extra-curriculum activities treated.

34. Rea, Alfred Alonzo, *A Study of Pupil Handbooks for High Schools*. September, 1927. Pp. 76.

This study was undertaken with two definite objectives in view, namely; (1) to determine the real purpose of the pupil handbook in the high schools of the United States, and (2) to determine from the contents of a representative number of such publications to what extent the handbook is actually serving its purpose.

The author sent 840 requests to secondary-school principals distributed proportionately among the different states. Six hundred twenty, or 74 per cent replied and 223 principals from 35 states, or 26.5 per cent, sent copies of handbooks.

The author read each handbook rapidly in order to obtain a view of the book as a whole, marking outstanding features for further study. A second reading of each book was then made for the purpose of listing each item mentioned in the text and a classification was finally developed in order that the frequency of occurrence of the dif-

ferent items might be presented in tabular form. Certain mechanical features, such as, the dimensions of the pages, the total number of square inches of printed surface in the book, the kind of cover, and the form were noted. All of these items for each book were checked on the general data sheet which was developed from the study of the different items and their classification. The material studied warrants the following conclusions:

The primary purpose of the pupil handbook is to hasten the assimilation of freshmen into the new school environment through informing them concerning the school and through inspiring them with a high conception of school life. The purpose was usually stated in the introduction to the handbook and was found in all of the 223 handbooks studied.

A secondary purpose of the handbook is found in the contents of the books and is usually stated in the introduction, namely, it is to furnish a codification of the important information and standardized practices for pupils and teachers of the school.

The preparation of the handbook is often made an educational project. One hundred twenty-six of the books considered in the study were published by pupil organizations as educational projects.

The handbook is a production of high schools both large and small. In the data considered, ten schools with a pupil population of less than two hundred fifty issued handbooks. Of the total number of the schools studied with a population of less than five hundred, handbooks were issued by approximately twenty per cent. In the schools with an enrolment of from five hundred to one thousand, approximately twenty-four per cent issued handbooks.

The handbook publication is usually in the form of a booklet, bound in heavy paper with a table of contents and with definite subject headings. Approximately ninety per cent of the handbooks examined were of this type. The remaining books considered were mimeographed sheets or information about the school. These mimeographed sheets are fastened together by staples or by clips and are usually used in the small school or in a school taking the initial steps toward the publication of a printed handbook.

The form of the publication is usually a small booklet of convenient pocket size with the dimensions of the pages 2x5 or 3x5

inches. Some marked variations appeared in the following dimensions: 2x4 inches, 3x6 inches, 4x7 inches, 2x6 inches, and 3x7 inches.

The typical handbook contains from forty to seventy pages. Thirty-nine per cent of the handbooks were found to contain less than forty pages and thirty per cent contained more than seventy pages, with only ten per cent exceeding one hundred pages.

The name of the handbook usually signified the purpose of the publication. Seventy-three per cent of the handbooks have names such as: the *Freshman Guide*, *The Pilot*, *The Pathfinder*, and *The Handbook*. The school colors were used in twenty per cent of the handbooks while seven per cent used the school letter or some favorite abbreviation of the name of the school or city for a title.

The organization of the pupil handbook is carefully worked out in seventy-six per cent of the schools which contributed to the study. Seventeen per cent showed less care in the preparation of the book, while but seven per cent bore evidence of real lack in organization and general preparation. Much thought and care were obviously given to the preparation of most of the handbooks studied as was evidenced by the general appearance of the printed page and by the attractive and readable character of the books.

The data considered in the study of the two hundred twenty-three handbooks warrant the final conclusion that the large majority of such publications fulfill their primary purpose and are therefore, worthy of a place in the secondary school. The handbook is a valuable administrative device, and as such can justify its publication in some form in every secondary school.

XI. READING OF SECONDARY SCHOOL PUPILS

35. Banta, Nola Kathryn. *An Analytical Study of the Independent Reading of Junior High School Pupils*. August, 1928. Pp. 111.

This study of the independent reading of the pupils of the Roosevelt Junior High School of Elkhart, Indiana, was based upon reports made by the pupils on forms furnished by the investigator. The pupils were assured that the reports would have no bearing whatever on their marks or credits. The study includes data from approximately five hundred pupils during the school year 1926-27.

A review of fifteen earlier studies in the field was summarized by the writer as follows: (a) boys and girls of a decade or more ago read material which, compared with present day reading, is of relatively high rank; (b) both sexes read more fiction and enjoyed it more than any other kind of material; (c) girls liked the fiction of sentiment and emotion, boys liked that of adventure; (d) in the lower grades children liked stories in which the characters were children whose interests and activities were much like their own; (e) the children of junior high school age read less juvenile fiction and more adult fiction and poetry; and (f) high school pupils liked novels and avoided biography unless it was of men heroes.

In the present study it was found that the average numbers of books read by the different groups during the year were as follows: seventh grade, 3.26; eighth grade, 5.85; ninth grade, 2.75; all grades, 3.95. Only 10 per cent of the boys and six per cent of the girls read more than eight books during the year. The five books most popular among the girls were: *Girl of the Limberlost*, *Freckles*, *Little Women*, *Daddy Long Legs*, and *Hoosier School Master*. Excluding Porter and Alcott there were no authors outstandingly popular throughout the three years. The five books most popular among the boys were: *Tom Sawyer*, *Wildfire*, *Call of the Wild*, *Freckles*, and *Penrod*. An examination of the qualities in books mentioned by the pupils as being most pleasing reveal the facts that the girls chose books portraying kindness, self forgetfulness, and friendly rivalry; the boys chose books full of fighting, self-assertion, and intense rivalry. The factors indicated by the pupils as being most influential in determining the selection of a book were the title, author, the sequels, subject matter, pictures, and the suggestions of others.

The magazine reading of the pupils was very largely determined by the supply of magazines which they found in their homes, very few being obtained from any other source. The pupils who replied read on the average 3.8 magazines. The five most popular magazines among the girls of all three grades were: *Woman's Arts*, *American*, *True Story*, *Youth's Companion*, and *Collier's*. Among the boys the five most popular magazines were: the *American*, *Boy's Life*, the *American Boy*, *Western Story*, and *Popular Mechanics*. The qualities most desired by these girls in a magazine are: good stories, news, variety, information, pictures. For the boys, the desirable qualities are: good stores, information, thrilling incidents, variety, and "about

boys." The greatest contrasts between the magazines read by the girls and by the boys may be described briefly as follows: the girls chose magazines containing stories of love and mystery illustrated by good pictures, some jokes, and some articles on making the home attractive; the boys chose magazines containing thrilling stories of adventure, a few articles on science and some current events.

About one out of every three of these pupils did not read newspapers. The average number of papers read during the year by each pupil was 2.5. The particular newspapers read were determined in large measure by the home, although two leading Chicago papers were read by many pupils whose parents did not subscribe to them. The sections of the newspapers read, in the order of mention, are: comics, world news, stories, and sports.

A comparison was made of the reading of the twelve children in the group who had the lowest scholastic standing and the twelve who had the highest scholastic standing. In the group with low standing, seven read but one book during the entire school year, four read two, and one read four books. The average number read was approximately one and one-half. In the group of high standing, the number of books read ranged from two to one hundred eighty-four, with an approximate average of thirty. All of the books read by the children in the group of low scholastic standing were simple fiction, adventure, nature and biography. In general, the books read by the children in the group of higher standing, were adventure, fiction, nature, and biography of a heavier type. The children of the high standing group also read more magazines, and magazines of a higher type than the group of lower scholastic standing.

36. Monto, Saima Wilhelmina. *An Analysis of Reading Interests of Junior and Senior High-School Pupils*. June, 1928. Pp. 78.

This study is concerned with reading interests of junior high-school, senior high-school, and vocational high-school pupils. It attempts to determine the interests of those pupils in terms of the amount of independent reading that they do during a school semester, to find out the types of books they prefer to read, to discover the reasons why pupils read or why they do not read, and to determine the influences which stimulate pupils to acquire reading interests. It also considers differences in the reading interests of the three

groups of high-school pupils studied. The pupils in three schools were asked to fill out a record blank for each book they read outside of school during one semester. This blank provided space for a statement concerning the source from which the pupil obtained the book, and a brief characterization of the book. The pupils were required in English classes to write themes giving their frank opinions on "Why I Like to Read," or "Why I do Not Like to Read." In addition, those students who read the most books, and those who read no books, during any particular month were asked to fill out an additional questionnaire. Records were obtained for a total of 1,275 pupils.

The data indicated that most of the pupils in the junior, senior, and vocational high schools are interested in reading. Only nine per cent stated that they were not interested. The most common reasons given for liking to read are pleasure and recreation, self improvement and intellectual stimulation, and a desire for general information. The most common reasons for not liking to read are inability to concentrate, preference for outdoor sports, and difficulty in reading. The most important influences in developing reading interests come from parents and other members of the family, teachers, and the public library.

The total number of books read by 1,275 high-school pupils in a school semester was 7,698; the average per pupil was 6. The number read by a single individual varied from 0 to 63. Girls do a little more reading than boys. The average number of books read by girls is 6.5; the average number read by boys is 5.6. Junior high-school pupils read more than either senior or vocational high-school pupils. The average number of books read in a school semester by junior high-school pupils is 8.9; by senior high-school pupils 4.9; by vocational high-school pupils 3.9.

The most popular authors are: Zane Grey, Altscheler, Stevenson, Barbour, Gene Stratton Porter, Victor Appleton, Tarkington, Curwood, Alcott, Seaman, Mark Twain, E. R. Burroughs, Rinehart, Hawkes, Heyliger, Dickens, Alger, Dunn, Lindbergh, and Curtis. Of the fifty most popular authors preferred by the students in this study, fifty-two per cent are named in the list compiled by the English teachers and seventy-eight per cent in the list compiled by the librarians. The favorite authors of the senior high-school pupils are found

on the approved lists more often than the favorite authors of the junior high-school pupils. Likewise, more of the authors preferred by girls are on the approved lists than those preferred by boys. The authors read most by pupils in the seventh grade are: Appleton, Grey, Seaman, Hawkes, Barbour; in the eighth grade: Alcott, Altsheler, Barbour, Grey, Webster; in the ninth grade: Grey, Stevenson, Altsheler, Burroughs, Porter; in the tenth grade: Curwood, Grey, Tarkington, Rinehart, Churchill; in the eleventh grade: Hawthorne, Porter, Tarkington, Lindbergh, Shakespeare; in the twelfth grade: Marlowe, Wren, Dumas, Scott, Porter.

The most popular books, in order, were: *We*, by Lindbergh; *Treasure Island*, by Stevenson; *Beau Geste*, by Wren; *Tom Sawyer*, by Mark Twain; *Ben Hur*, by Wallace; *Kidnapped*, by Stevenson; *Seventeen*, by Tarkington; *Huckleberry Finn*, by Mark Twain; *Dr. Faustus*, by Marlowe; *Little Women*, by Alcott; *Girl of the Limberlost*, by Gene Stratton Porter. Of the fifty most popular books listed in this study sixty per cent are found in the list of home reading compiled by English teachers, and seventy-eight per cent in the basic list compiled by librarians.

There is a noticeable change in taste in reading in both the boys and girls with increasing age. Most books which are popular with the seventh grade entirely lose favor before the twelfth grade is reached. Although pupils say in their themes that they like certain types of non-fiction the actual records show that very few books other than fiction are actually read. The predominant interest of these pupils was in fiction, especially in stories of adventure that have the element of mystery in them. There are marked differences in the types of books read by boys and girls. Boys liked best books of adventure, stories that are full of action and outdoor life; girls prefer books of sentiment. There are, however, many books which appeal in common to both boys and girls. When the list of the twenty authors most read by the boys is compared with the list of the twenty most read by the girls, the following duplicates are found: Grey, Barbour, Curwood, Stevenson, Twain, Alger, and Tarkington. The following appear on the boys' list only: Altsheler, Appleton, Burroughs, Dunn, Heyliger, Hawkes, Wren, Lindbergh, London, Otis, Tomlinson, Cooper, Grinnell. The following appear on the girls' list only: Porter, Seaman, Alcott, Rinehart, Curtis, Webster, Dickens, Montgomery, Ferber, Hawthorne, Hill, Rankin, Shakespeare, Churchill.

XII. PHYSICAL EDUCATION AND ATHLETICS

37. Coleman, Caroline Whitehouse. *Physical Education for Girls in Secondary Schools*. August, 1928. Pp. 119.

This is a study of the facilities for physical education, and the physical education program, and of the program of health supervision and health education for girls in thirty-five representative junior and senior high schools. Sixteen of these schools are located in Chicago or its immediate neighborhood; nine others in Minnesota and Wisconsin; seven in California; and three on the Atlantic coast. The smallest school enrolled 138 girls, and the largest 3,100. The study was carried on through personal visitation except in the case of four schools for which data were furnished by friends of the writer.

It was found that less than one-half of the total number of schools have the standard provision in total exercise facilities for their total enrolments of girls. The exercise facilities of one-third of the schools are seriously overcrowded, when weather permits the use of all facilities; they are overcrowded in a majority of the schools, when weather prohibits the use of out-of-door facilities. In a majority of schools, the diversity in type of exercise units is well-adapted to the needs of the physical education program; aside from the gymnasiums, however, most of these units are not of sufficient size for classes of fifty pupils each. The gymnasiums range in size from 1,650 square feet to 8,640 square feet. Three are distinctly under size; six are small but satisfactory; seven are large; and five are oversize. One-half of the gymnasiums studied are superior in most of the following items: size, proportion, arrangement, lighting and ventilation, and general condition; but a majority of them are also subject to serious criticisms in one or more of the same items. Although very few schools have entirely adequate out-of-door facilities and forty per cent of them are extremely deficient in this respect, more than one-half of them have fields sufficiently well-developed to permit a commendable out-of-door program.

The dressing provisions for nearly twenty-five per cent of the exercise units are entirely adequate; those of an additional thirty-five per cent meet desirable standards with the exception of privacy; and those for the remaining units are either entirely inadequate or deplorably overcrowded. A large majority of the schools are very

inadequate in their shower facilities. Acceptable standards of light and air are not found as generally in the dressing and shower facilities as in the exercise units. Two-thirds of the total number of schools studied are adequate in locker provisions for those enrolled in physical education. The half-length locker is found to be most popular; the basket size next; and the full-length locker least generally used.

First-aid rooms are provided in more than three-quarters of the schools surveyed. In most cases, these are not located in the physical education department. Some type of rest room is provided in two-thirds of the schools. Very few, however, have provisions sufficient to allow regular assignments of rest for those who are in need of this type of physical education. The provision of instructors' offices is fairly adequate, in nearly all of the schools, although in some there is no provision for private conferences with students. The provision of other auxiliary administrative rooms, such as lecture and study rooms, instructors' dressing and rest rooms, is very slight. An extremely limited number of physical plants, considered separately, demonstrate known approved principles in their arrangement.

A study of the physical education programs of the schools surveyed reveals great similarity in the types of activity included in the regularly scheduled programs. Practically all include athletics, gymnastics, dancing, and games of low organization; seventy-five per cent include self-testing activities; and a smaller number, swimming. The greatest emphasis in these programs is given to athletics, and to others in the following order: gymnastics, dancing, swimming, self-testing activities, and games of low organization. Judgments were obtained from a number of teachers of physical education, as to the relative value of the various activities based on the following criteria: organic stimulation; neuro-muscular skill; symmetrical growth and posture; continuity, both present and future; leadership; and character and social training. According to the evaluation the emphasis should be in the following order: athletics, swimming, dancing, gymnastics, games of low organization, and self-testing activities.

A majority of the programs provide for the conduct of physical activities in out-of-school life, by including the supervision of self-governing athletic associations, the training of pupil leaders, and the development of intramural competition. In a large majority of the schools a comparatively small proportion of the total enrolment of

girls participates in the elective and extra-curriculum activities of the departments of physical education. About one-third of the total number of schools fully meet the standard of time allotment for physical education. One-quarter of the schools are far below the standard allotment. Although the teacher load is not too great in a majority of the schools, as regards the number of pupils and number of pupils per week in required classes, it is properly adjusted in ten schools only, when the number of teaching periods per week is considered in conjunction with the number of pupils in required and extra-curriculum activities.

More than one-half of the schools meet the minimum standard for physician's examination as a prerequisite to enrolment in physical education classes. Fourteen schools provide no physical examination whatever. Less than one-half the number of schools meet the minimum standard for nurse service. With the combined efforts of the departments of health supervision and of physical education, less than one-half of the schools are satisfactory in their work of health supervision. Only three of the schools included in the study make satisfactory provisions for informational health education, although ten additional ones make appreciable attempts to take care of this work. One-half of the schools make satisfactory systematic attempts to develop in pupils health habits and health conscience. The responsibility for health education is variously assumed, by the departments of health education, physical education, science, and civics.

The writer suggests three principles to be applied to this problem: first, that all practices which now endanger individual health and safety should receive primary attention; second, that all pupils receive equal opportunity for physical education and for that part of health supervision and health education which is most closely allied with physical education; third, that suitable provision should be made for elective and extra-curriculum activities, in order that a continuity with out-of-school life may be effected. In connection with these principles, a number of recommendations such as the following are made. That in all schools examination by a physician be a prerequisite to enrolment in physical education. That additional exercise and administrative facilities be provided, for greater participation in the activities already included in the program, and for those additional activities which will be of greatest serviceability in the out-of-school life.

38. Miller, Donald Waldo. *The Extent and Character of Individual and Group Participation in Sponsored and Unsponsored Athletic Activities in Seven Illinois High Schools*. September, 1927. Pp. 67.

This study pertains to the athletic activities of high-school pupils of seven Illinois high schools during the school year of 1925-1926. The purpose was to determine the extent and character of individual and group participation in sponsored and unsponsored sports.

The participation of the pupils was classified according to the sports engaged in during the three seasons, autumn, winter and spring. The seven schools considered are organized athletically under the title of "The Little Seven Conference." This conference provides for interscholastic contests in football, basket ball, and track for boys, but no interscholastic contests are provided for the girls.

Data were secured for 665 boys and 807 girls. Of the number, 457 were classified as Freshmen, 398 as Sophomores, 340 as Juniors, and 277 as Seniors. The data were gathered by the writer who went in person to the seven schools in September 1926 and supervised at one session in each school, the collection of the information from the pupils regarding the athletic activities in which they had participated the previous year. Each pupil listed the different types of sponsored and unsponsored athletic activities engaged in during each season of the previous year. The average number of hours per week devoted by the pupil to sponsored activities and to unsponsored activities was thus secured. Since the Seniors of the year 1925-1926 could not be reached at school, blanks and a letter of instruction were mailed to them by their principal and the replies were collected by each school and mailed to the writer of the thesis. The data are reliable to the extent that the pupils followed the oral and the written instructions given to them in person by the writer and sent to them through the mail. All of the data for each school were checked by the principal and the sponsors of boys' and girls' athletics in each school for reliability before the lists were turned over to the writer.

Data were tabulated according to the types of activities for each season and the following conclusions were reached regarding the two types of sports participated in voluntarily by the pupils.

SPONSORED ATHLETICS

About three-fourths of all the boys and girls of the seven schools are reached during each season through the program of athletic activities of the schools. The boys devote the greatest amount of time to sponsored sports during the autumn and the least amount of time to such sports during the spring. In the case of the girls, the participation in sponsored sports is nearly evenly balanced throughout the seasons of the year. A considerable number of the boys spent, on the average, seven hours or more in sponsored athletics during the school year, while only comparatively few girls devoted that amount of time to participation. A smaller percentage of the senior boys engaged in sponsored athletics during each season than of the under-class boys. A smaller percentage of junior and senior girls engaged in sponsored athletics during each season than of freshmen and sophomore girls. Junior and senior boys are more extensively represented in the three major sports, football, basket ball and track than are the boys of the two lower classes. The boys, as a rule, centered their attention upon fewer sponsored athletic activities than did the girls. On the basis of the entire year, the freshmen and junior boys participated more extensively in sponsored sports than did the boys of the sophomore and senior classes. The freshmen and sophomore girls engaged more extensively throughout the year in sponsored sports than did the girls of the junior and senior classes.

UNSPONSORED ATHLETICS

More than three-fourths of all of the boys of the seven schools engaged in unsponsored sports during each season and less than three-fourths of all the girls engaged in such activities in the autumn and winter. The three seasons varied only slightly for both boys and girls from the standpoint of the number of hours devoted to unsponsored activities. The boys participated more extensively during each season than the girls. The percentage of all of the boys of the school who participated in unsponsored sports was greater than in the case of sponsored sports, but for the girls the situation was reversed. The percentage of boys who spent more than seven hours per week in unsponsored sports was distinctly higher than that of the girls. The percentage in the case of both boys and girls, however, was lower in the senior class than in the three lower classes. The

variety of unsponsored sports participated in by both boys and girls was greater than for the sponsored sports, the number of different sports participated in being equal for boys and girls. On the basis of the entire year, sophomore and junior boys participated more extensively in unsponsored athletics than did the boys of the other two classes. In the case of the girls the junior class excelled in participation the other three classes.

XIII. EXPERIMENTS WITH MASTERY TECHNIQUE

39. Funk, Mark Neff. *A Comparative Study of the Results Obtained by the Method of Mastery Technique and The Method of Daily Recitation and Assignment*. September, 1927. Pp. 149.

The purpose of this investigation was to compare two methods of classroom procedure, namely, the Daily Recitation method and the procedure similar to that discussed by Professor H. C. Morrison in "The Practices of Teaching in the Secondary Schools." The Daily Recitation method consisted of (1) the daily assignment of lessons by the teacher, (2) the preparation of the assignment by the pupils outside of the class period, and (3) the recitation of the assignment by the pupils to the teacher the following day, and (4) written tests at the end of a given unit of work.

Under the second plan, which is discussed as the "Mastery Technique," all of the work of the pupils was done in the classroom during the class period. The procedure followed by the instructor was (1) exploration, (2) presentation, (3) assimilative study under the supervision of the teacher, (4) organization, (5) recitation, and (6) written tests on the unit studied.

The study was carried on during one school year of 108 school days with class periods of 45 minutes. The pupils were grouped in four classes matched with respect to Intelligence Quotient, reading age and chronological age. The classes were taught by the same instructor throughout the experiment and the texts and reference materials of the course were the same. The pupils were seniors and the course of instruction consisted of nine units in the Problems of Democracy. Notebooks were required of all pupils and the same reading assignments were given to the different classes. The classes were required to complete the units in the same length of time. The

variable in the experiment was the procedure employed by the instructor.

The instructor undertook to determine at the end of each unit which of the two methods secured the better results (1) as measured by six types of tests, namely, association, true-false, multiple-response, completion-sentence, application and organization; (2) as measured by the amount and nature of the material read, and (3) as measured by the expressed preference of the pupils for the method employed in the experiment (all of the classes involved in the experiment had previously been instructed by teachers who used the Mastery Technique).

The test results showed that the two methods were equally effective and the author concluded that in so far as the ability to learn, to organize and to apply the kind of information studied in the units under consideration was concerned, almost identical results could be secured by either method under his instruction. The pupils who were taught by the Mastery Technique read more extensively and read a greater number of types of reading matter than those taught by the Daily Recitation method. For example, the two sections using the Daily Recitation method consulted in their voluntary reading, 43 magazines, 49 reference books, and 63 newspapers, while the two sections using the Mastery Technique, consulted 87 magazines, 95 reference books, and 81 newspaper references. Of the 45 pupils who participated in the Daily Recitation sections, 42 preferred that method to the Mastery Technique and of the 44 who participated in the sections employing the Mastery Technique, 41 voted in favor of that plan. However, a vote was taken for the entire school which used the Daily Recitation method in practically all departments, except the department of Social Studies, which had used the Mastery Technique method for three years. In as much as four years of work in Social Studies were required, every pupil allowed to express a preference had experienced both types of teaching. The vote for the school as a whole was 3 to 1 in favor of the Mastery Technique.

40. Phipps, Madge. *The Unit Mastery Method Versus the Daily Recitation Method in Teaching High-School History*. September, 1927. Pp. 99.

This study has for its purpose the evaluation and comparison of two methods of teaching as used with equivalent classes of tenth-grade pupils in Ancient History. During most of the experiment, which

extended over a school year, there were twenty-seven pupils in each class. The equivalence of the groups was determined by comparing intelligence, chronological age, and reading ability. Both classes were taught during the morning by the same teacher. The subject matter was organized into eight units, or large topics, as follows: Primitive Life and the Development of Oriental Civilization; the Rise of Greece and the Conflict with Persia; Growth of the Athenian Empire; Conquest of the East and the Age of Alexander; the Rise of Rome and Her Conquest of the Mediterranean Basin; Internal Strife and Revolution; The Roman World Under the Roman Empire; The Mingling of the Greek, Roman, and Teutonic Civilizations.

The Experimental Group was taught in accordance with the writer's understanding of the technique presented in Morrison's *The Practice of Teaching in the Secondary Schools*. In the case of each unit, the procedure covered about four weeks and consisted of the following five steps: *Exploration*—an attempt to ascertain the nature and extent of the pupils' experiential background and preparation for an attack on the unit. *Presentation*—an overview of the entire unit given to the class in the form of a presentation story; this step was followed by the presentation test. *Assimilation*—a period of more or less independent study by the pupils of the material of the unit. The pupils were directed in their study by guide sheets. They read very widely and worked on problems and exercises. This was followed by the assimilation test. *Organization*—the preparation in class by the pupils of a carefully organized and detailed outline of the unit. *Recitation*—floor talks by various members of the class on phases of previously organized material bearing upon the unit. The Control Group was taught by the ordinary recitation method, with the use of well organized lesson plans. The class used a textbook and two supplementary readers.

At the completion of each unit both classes were given the same test—in the case of the Experimental Group this came at the end of the Assimilation period. Each test was made up of three different types of questions: the recall type which required a single word or phrase answer; the matching-form type which was designed to test the pupil's ability to recognize the leaders in history in their proper roles of achievement; and the completion and multiple-answer type. These tests were used as measures of progress and of mastery, as well as for the purpose of comparing the two groups.

An examination of the total scores made on the various tests by the two groups indicates that in the case of every unit the Experimental Group made a higher score than did the Control Group. These total scores for the entire classes were as follows: Unit I, Experimental Group, 741, Control Group, 729; Unit II, Experimental, 760, Control, 677; Unit III, Experimental, 930, Control, 888; Unit IV, Experimental, 1213, Control, 1111; Unit V, Experimental, 1169, Control, 1143; Test VI, Experimental, 1262, Control, 1239; Unit VII, Experimental, 1127, Control, 1105; Unit VIII, Experimental, 1118, Control, 1085.

An analysis of the scores on the separate types of questions included in each test reveals the fact that the difference in total points is very slight on the Completion test questions: Experimental, 2138, Control, 2136; on questions of the matching type the difference is much more marked: Experimental, 1842, Control, 1773; while on questions of the recall type there is a still greater difference: Experimental, 4340, Control, 4068. When the comparison is made on the basis of median scores rather than total points, the advantage is still in favor of the Experimental Group in the case of each unit. The difference varies from .26 on Unit VII to 3.62 on Unit II. The differences in general were not so marked during the second semester as during the first. The writer explains this fact by saying that the members of the Experimental Group developed an interest in supplementary problems as the course progressed, and used a great deal of time in the second semester in working out, on their own initiative, problems a mastery of which did not enable them to make any better scores on the tests. The general conclusion of the writer is that the Unit method of teaching is superior to the Daily Recitation method, as these two methods were used in this particular case.

XIV. EVOLUTION OF JUNIOR HIGH SCHOOL ORGANIZATION

41. Carpenter, Leewell Hunter. *A Study of the Effects of the Junior High School Organization of Wabash, Indiana*. August, 1928. Pp. 85.

The schools of Wabash, Indiana were reorganized in 1926 to include a junior high school. The reorganization was brought about as a result of the erection of a new high-school building which made

available the plant formerly used for high-school purposes. The purpose of this study was to appraise, by objective data, some of the accomplishment of the Wabash Junior High School during the two year period it has been in operation. Part of the accomplishments of a school can be determined only by observation and subjective appraisal. Other accomplishments can be measured exactly and evaluated. The intent of this investigation was to consider only those accomplishments which can be measured objectively. For example, what changes have occurred in the average daily attendance, the retention of pupils in school, the percentage of pupils promoted, the number of extra-curriculum activities added, the effect of the junior high school organization on its pupils who attend the senior high school, and finally, the change made in the cost of education.

The data were gathered very largely from the records of the Wabash City Schools and the method of treatment was direct comparison of a four year period under the 8-4 type of organization, extending from September 1922 to June 1926 with the reorganization period of the 6-2-4 plan dating from September 1926 to June 1928.

The reorganization program included numerous changes in studies, the reorganization of teaching along departmentalized lines, promotion of pupils by subject, provision for the exploration of individual aptitudes, recognition of the peculiar needs of retarded and super-normal pupils, the introduction of supervised study and educational and vocational guidance, and provision for directed social and extra-curriculum activities and the improvement of the physical facilities for instruction.

The data considered warrant the following conclusions.

1. The school has increased the percentage of average daily attendance .26 per cent. The increase is significant since the range of variation for the six years is only 1.42 per cent. The increase means that one more pupil of the 347 enrolled is present each day in the junior high school than would probably have been present in the old type of organization. Therefore, a saving of one entire year of time for one pupil is effected by the combined increase in attendance of all pupils. The number of truants in the school is slightly more than one-third the number in the old organization with the same attendance law in effect and the same enforcing personnel. The decrease in truancy indicates that pupils take greater interest in coming to the junior high school than they did in attending the 8-4 school.

2. The junior high school has a higher rate of retention than the former 8-4 organization. The new school retains 13.88 per cent more pupils than did the old type of school. The mean number of sixteen-year-old pupils dropping out of school has been reduced from $8\frac{1}{4}$ to $4\frac{1}{2}$ or a saving of $3\frac{3}{4}$ pupils per year. The increase in retention of sixteen-year-old pupils procures a gain in educational value of \$277.57.¹ The carry-over to the ninth grade has been increased 9.81 per cent. The average number of pupils not attending high school has been decreased from $17\frac{1}{2}$ to 6 or a saving of $11\frac{1}{2}$ pupils. The saving of the $11\frac{1}{2}$ pupils for the ninth grade represents an educational gain of \$1435.31.² The establishment of the junior high school, therefore, gave \$1712.88 of educational value which was not utilized under the 8-4 plan. The amount is not a saving of money expended but rather an increase in the benefit derived from a fixed expenditure.

3. The rate of promotion in the Wabash Junior High School is higher than it was under the 8-4 organization. The promotion rate has increased 7.8 per cent and the mean number of failing pupils has decreased $22\frac{1}{2}$ per cent. The decrease means that a saving of \$1665.45 has been effected in school costs since twenty-two pupils failing in all subjects would have required another section in the school and consequently the employment of an additional teacher. A few pupils might be absorbed in the other sections but twenty-two additional pupils would necessitate the formation of a new class.

4. The junior high school provides an adequate system of extra-curriculum activities on school time. The program includes the home room, student council, school parties, auditorium periods, clubs, band, and intra-mural athletics. The interest of the pupils in the activities seems to be one of the causal factors in the accomplishments enumerated in the preceding conclusions. The program was almost entirely lacking in the 8-4 organization.

5. The actual cost of the junior high school to the taxpayers is \$3400.00 annually. The cost means that each taxpayer pays 28 mills on each one hundred dollars assessed property to defray the added expenses of the new school over those of the old organization. If the

¹The per pupil cost of education in the seventh and eighth grades in Wabash for 1926-27 was \$74.02.

²The per pupil cost of education in the ninth grade in Wabash for 1926-27 was \$124.81.

gain in efficiency of \$1665.45 which is theoretically effected by an increase in the promotion rate, and of \$1712.88, which is realized through the increase in retention power are subtracted from the actual cost of the junior high school (\$3400.00), the net theoretical cost is \$21.67.

6. Without taking into consideration the gains in quality of education which might be legitimately claimed for the reorganized plan, the objective data presented show that the Wabash Junior High School has given in quantity educational value approximately equal to the increased cost.

42. Shouse, John Lamar. *A Study of the Seven-Four-Two Plan of Organization in Kansas City, Missouri*. August, 1928. Pp. 66.

More than half a century ago, Kansas City, Missouri organized her public schools on a plan that provided for but seven years in the elementary schools. In the secondary field the plan of organization, when completed, provided for four years in high school and two years in the junior college. The merits and the demerits of the plan have been the cause of much discussion. The conditions under which the organization was effected and the important changes in its development are both interesting and significant. The chief purpose of this study, however, was the answering of two questions. The first concerns the time spent by the average pupil in the elementary school. Under this plan do pupils spend less time in completing the work usually given in the elementary school than they would spend in a system having eight grades? The second question has to do with the quality of the work. Is the training received comparable to that given in other good school systems organized under the 8-4 plan? The positive negation of either of these questions should discredit the Kansas City plan. Affirmative answers would seem to vindicate its existence and to invite its duplication.

The data on which the study is based are public school records, authoritative publications, the results of standardized tests, and the reports of the superintendent of schools of Kansas City.

The thesis contains an admirable historical sketch of public education in Kansas City, Missouri. The question of economy of time is considered and objective data are assembled from the Department of Research in the Kansas City schools as well as the records of

students in college and other objective test material. Subjective evidence is also submitted in connection with certain questions.

On the basis of the data assembled, the study warrants the following conclusions.

1. Under the Kansas City 7-4-2 plan of organization the average pupil saves .83 of a year in the elementary period. Under the plan the average pupil requires 7.43 years to complete the elementary course that would require 8.26 years were the elementary school organized on the eight-grade plan.

2. That the plan saves time for pupils is emphasized by the fact that more than two-thirds of the group, 61.5 per cent, complete the elementary course in seven years or less, and that only 10.5 per cent require more than eight years.

3. Saving practically a year's time in the elementary period enables a pupil to complete a definite amount of work in high school or in college and to enter his chosen vocation a year earlier than he could if the elementary school were organized on the 8-4 plan.

4. Saving a year's time in the elementary period provides a year's additional training in school for the pupil who must enter industry as soon as he reaches the age limit. A pupil entering first grade at the age of six and making a grade a year will have had one year in high school when he reaches the age limit of compulsory schooling, fourteen. In an eight-grade system the same pupil will have completed only the elementary course when he reaches the age limit.

5. That the plan provides for work of good quality is shown by the fact that on scores from standard achievement tests pupils in the elementary schools in Kansas City compare favorably with pupils of their relative rank in excellent 8-4 systems.

6. That the plan does not sacrifice the quality of the work in saving a year's time in the elementary period is further supported by the fact that scores in standard achievement tests for pupils in the high schools of Kansas City compare favorably with the scores made by high-school students who spent eight years in preparing for high school.

7. Scores on the Ohio State University Psychological test show that Freshmen in college from Kansas City schools are not at a dis-

advantage when compared with Freshmen who have spent a year longer in preparing for admission to college.

8. Grade averages from three state universities show that college students prepared for college in the Kansas City schools compete successfully with college students prepared in good eight-grade systems.

9. Since the Kansas City 7-4-2 plan of organization economizes time for pupils without sacrificing the quality of the work as is definitely shown by data for time required and by scores on achievement tests, the plan is amply justified.

XV. ARTICULATION OF SENIOR HIGH SCHOOLS AND JUNIOR COLLEGES

43. Brodshaug, Melvin. *An Analytical Study of the Articulation of Colleges with Secondary Schools in the United States*. September, 1927. Pp. 109.

This investigation was limited to two specific phases of articulation between colleges and secondary schools. The first problem related to the practice of colleges and universities of allowing advanced standing for high-school work, when this work is in excess of the minimum entrance requirements of that institution. This excess credit may be considered from two angles; namely, credit which is earned before graduation and credit which is earned after graduation from high school. The latter is commonly termed post-graduate high-school work. This phase of articulation has, in the past, been entirely overlooked by investigators and high-school administrators. Consequently it is safe to assume that such possibilities are usually disregarded by high-school administrators in counseling with their pupils with regard to the articulation of high-school and college courses.

The second problem is concerned with the general tendency on the part of college administrators to recognize the high-school experience of their pupils in specific subjects when advising subsequent college courses in the same subject. For example, will a student continuing a subject started in high school be given any consideration in college by virtue of his previous work; that is, will he have

to take introductory courses in the subjects or will he be permitted to enrol in some advanced course? It is known that the higher institutions do not approximate a uniform policy in dealing with this problem, and anyone who has passed through a college knows that there is no uniformity in the methods of articulating the various college subjects with the corresponding high-school subjects.

The subjects chosen for this investigation were chemistry, physics, botany, and zoology. Economics and sociology were also studied for comparative purposes. These sciences were selected because there is more uncertainty in connection with them than with the other groups of prominent subjects. The general policy of higher institutions pertaining to articulation of secondary school and college mathematics, foreign language and the social sciences is fairly well known, but the practice with respect to the physical sciences is very largely unsettled.

The investigation was made from the standpoint of the high-school administrator for the purpose of aiding him in the construction of curriculums and in counseling with his pupils. The study did not undertake to evaluate the present practices in colleges and universities, but rather to make an analytical study of them. The extent of the data was limited to the information available in the catalogues and bulletins of 151 liberal-arts colleges and universities. In some catalogues no mention was made of granting advanced standing for excess high-school work. In such cases a letter was addressed to the registrar of the institution for further information. A similar letter was sent to several registrars of institutions in which the practices were specified in the bulletins for the purpose of checking the reliability of the printed statements. The replies to the latter were practically identical with the statements found in the catalogues.

The data were tabulated on 5x8 cards, one card for each institution, the card being marked off into sections, one section for each fact noted. The facts listed were: the bibliographical references, name and location of the institution, type, division of the school year into quarters or semesters, minimum number of units required for entrance, enrolment in the college of liberal arts, affiliation with accrediting agencies, and statements regarding articulation in the various fields studied, written out in sufficient detail to avoid misunderstanding or confusion. The data for all of the institutions were treated first, as a unit, and second, classified into groups on the basis

of essential differences as to type, size, and geographical distribution. A comparative study was then made of the data for the various groups with respect to articulation.

The findings were summarized as follows:

1. It is a fairly common practice for colleges and universities to grant advanced standing for high-school work when in excess of entrance requirements. Most colleges, however, insist on an examination in the subject before granting college credit for secondary school work. There is a tendency to favor the subjects towards the upper level of the high-school course and the older subjects such as mathematics and foreign languages.

2. Chemistry, of the four sciences, shows the greatest amount of articulation between the high school and the college. Articulation in the biological sciences is of no consequence. Sociology and economics in the social sciences show no definite articulation. The most common methods of effecting articulation in the physical sciences are as follows: (a) the college may offer differentiated courses which are similar in content and credit value; (b) the college may offer an introductory course equivalent to a high-school course and one of the two is then required as a prerequisite to the regular college course; (c) the college may offer a shorter course to students presenting credit from high school in the subject; (d) the college may enrol the student in the second semester of the regular work when presenting high-school credit in the same subject, to the extent of one unit. About one-half of the colleges distinguish between the students who have had high-school chemistry and those who have not, while in the case of physics, only about one-third do so.

3. The high-school faculty advisor should make known to the pupils the possibility of reducing the amount of college work in various subjects by the articulation which is made possible. There seems to be a slight difference in the practice of the various types of institutions in articulating with the secondary schools. The main difference is found in the case of the men's and the women's colleges in that they offer no advanced standing by any method other than an examination in the subject. There appears to be a direct relationship between the extent of articulation and the size of the institution as determined by the number of students enrolled in the college of arts and sciences. The larger institutions are more likely to dif-

ferentiate courses for students with high-school credit in the subject. This is especially marked in the case of chemistry. The larger schools are also more likely to give college credit for high-school work done in excess of the entrance requirements. The real difference between the various groups of institutions is found in the geographical distribution. The South and the Middle States are consistently low in the number of higher institutions articulating with the high schools. The New England colleges are relatively high but the methods used are very conservative. The North Central regions and the West are very liberal.

44. Nelson, John Bunyan. *A Study of the Types of Information Collected by Colleges and Universities Concerning The Personal Qualifications of Applicants for Admission*. June, 1928. Pp. 72.

In this study the writer has attempted to analyze the situation which exists with regard to the collection of personal data about applicants for admission to the colleges and universities of the United States. The purpose of the study was fourfold: namely, (1) to determine the extent to which the colleges and universities of the United States collect personal data, (2) to determine the methods used in securing the data, (3) to determine the purposes for which such data are secured, and (4) to determine the nature of the information thus collected. The study was limited to a consideration of only such information as is secured prior to the matriculation of the applicant, and to four-year institutions which are legally authorized to confer the non-professional Bachelor's degree.

Requests for the forms used in securing personal data and the purposes for which such information is secured were sent to every college and university in the United States. Replies were received from 490 of the 663 requests, and of these, 376 collected some kind of personal information. The data used in this study were the replies which contained printed forms, personal letters, and frequently the college catalogue. No precise definition was formulated relating to information bearing upon personal qualifications. But of the information secured before matriculation nothing was excluded in this analysis except the fixed data about the candidate and the scholastic requirements appearing in certificates of recommendation, and some detailed material in a few applications for admission which patently had no bearing on the candidate.

A preliminary cursory examination of the data suggested that a general analysis be made to determine the schools which collect personal information, the methods used, and the purposes for gathering the information. Following the general analysis, a detailed analysis of each of the printed forms was made to determine the nature of the information solicited. The results of the personal analysis of all the data were carefully tabulated and compared. The findings resulting from the study warrant the following conclusions:

1. The institutions which solicit personal information are not confined to any one state or region, but are distributed throughout all of the states of the United States.
2. Ninety-one per cent of the schools located in the Atlantic and Pacific coast states and in the northern states east of the Mississippi river collect personal information. Only fifty per cent of the schools located in the remaining states collect such data.
3. About one-half of the institutions under public control which replied to the request collect personal data; whereas nearly all of the institutions under private control which replied collect some amount of personal information.
4. Of the twenty-two different methods employed to secure personal data, 240 of the 276 schools limit themselves to the use of either one or two, and 317 do not go beyond a combination of some three of the methods. Seven schools use a combination of six methods, which is the greatest number used by any of the colleges or universities.
5. Fifty per cent of the schools did not state the purpose for which personal data are solicited. Of the remaining schools, 18 per cent use the information for selective admission and personal guidance, 15 per cent for selective admission and 11 per cent for personal guidance. Two of the schools use the material for "freshmen week."
6. Printed forms are generally employed to collect personal data, especially (a) certificates of recommendation, (b) applications for admission, (c) rating blanks, and (d) questionnaires. Correspondence with the applicant's references, and personal interviews are sometimes used.

7. Certificates of recommendation are generally intended to secure only the scholastic history of the student. With the exception of the formal character recommendation, which appeared in 182 of the 316 blanks, hardly any personal data are called for. However, a few cases included considerable personal data in the blank.

8. The items which appeared in 265 applications for admission were grouped under fifteen significant headings which are listed in the order of their frequency of occurrence as follows:

- (1) Fixed data about applicant
- (2) Information about parents, guardian, relative and home life.
- (3) Education
- (4) Data about college career
- (5) References
- (6) Activities and interests
- (7) Miscellaneous items
- (8) Vocational data
- (9) Religious data
- (10) Financial data
- (11) Proficiencies and abilities
- (12) Intellectual interests
- (13) Habits
- (14) Conduct and influence
- (15) Personality traits

These forms are used more particularly to secure certain fixed data about the candidate rather than to determine his personality. A few exceptions were recorded, notably those of the University of Chicago and the Northwestern University in Illinois. No uniformity was apparent either in size, shape, or material included in the blanks.

9. The personal rating blank is designed specifically to reveal the student's personality. Almost three-fourths of the seventy-nine

schools which employ these blanks, look to the applicant's high school for the rating. The method most commonly used to measure the traits which appear in personal rating blanks is that of checking whether the applicant is above average, average, or below average, in the trait under consideration. Only one-third of the blanks include a description of the trait to be measured. One-fourth of the blanks contain a statement to the effect that the information is to be considered confidential and available only to administrative officers. Generally, rating blanks contain less than ten traits to be measured; and those most frequently mentioned are leadership and industry.

10. Questionnaires for securing personal information are used by twenty-three of the schools. They are usually sent to references provided by the applicant or to the high-school principal.

11. The data received from 490 colleges and universities warrant the final conclusion that as yet the securing of personal data about applicants for admission is attempted in a definite and systematic way by comparatively few institutions. The large majority of schools are more concerned with barring applicants who are decidedly unfit, both in character and preparation, than they are with securing a large amount of first-hand personal information which would enable the institution to select the applicant wisely and thereafter to guide him intelligently throughout his college career.

45. Martin, Ruth Porter. *Predictive Value of Life History Sketches in the Applications for Admission to the Junior Colleges at the University of Chicago*. June, 1928. Pp. 68.

Among the materials submitted by applicants for admission to the junior colleges of the University of Chicago is a life history sketch. The purpose of the present study was to determine the relation between the quality of the life histories as compositions, and college achievement; the predictive value of the life histories in comparison with other predictive measures; the comparative quality of the life histories written under two different types of directions; and the contribution of the life histories to an analysis of personality traits. The life history sketch was first required in 1923. This study includes data for the graduating class of 1927; for the members of the same class who were dismissed as freshmen during 1923; for the fifty freshmen who were highest in scholastic standing in 1926; and for the 56 freshmen who were lowest in scholastic standing in 1926. The

life history sketches were graded as compositions on the following items: thought content: continuity, clearness, interest, discriminating words; structure: coherence, emphasis, variety, complexity; mechanics: spelling, punctuation and capitalization, grammar, paragraphing. For all groups there were obtained from the Recorder's office the average grade points earned on all subjects taken in the University. For the group of 1927 graduates, the following data were also obtained: average grade-points in required freshmen English courses; average grade-points in other English; major subject; honors. For the two 1926 groups the following additional data were used: high-school average; psychological test score.

For the group of 1927 graduates, the coefficient of correlation between the life history scores and grade-point averages was found to be $.462 \pm .048$. For the group of 1923 dismissals this correlation was $.240 \pm .116$. For the group of 1926 highest the correlation was $.209 \pm .092$. For the group of 1926 dismissals the correlation was $.064 \pm .091$. It is readily seen that the various groups were in each case too homogeneous to give very significant correlations. When the 1927 graduates and the 1923 dismissals, who had entered the university as one group, were considered together, the correlation was $.817 \pm .019$. When the 1923 dismissals were combined with the 1926 dismissals the correlation was $.094 \pm .073$.

For the group of 1927 graduates the correlation between the life history scores and the English composition grades was found to be $.385 \pm .053$. The range for the latter scores was much larger than for the former. The correlation between the life history scores and marks obtained in other English courses was found to be $.410 \pm .061$.

Of the 123 students included in the group of 1927 graduates (for whom life histories written in 1923 were available) fifty were graduated with honors. Twenty-one students, or about one-sixth of the entire group, were elected to Phi Beta Kappa. Eleven of the fifty honor students have life history scores below the mean, which is 4.1, and four Phi Beta Kappa students score below the mean. The average of life history scores for the Phi Beta Kappa students is 4.6, which is well above the mean.

Three of the total group of 1927 graduates were candidates for the degree of Bachelor of Arts, 87 for the degree of Bachelor of Philosophy, and 33 for the degree of Bachelor of Science. More

than fifty per cent of the science group were honor students, while but 37 per cent of the Bachelors of Philosophy were honor students. Sixty per cent of the students who majored in English; forty per cent of the science majors; and thirty per cent of the social science majors had life history scores above the average.

A comparison of the life histories submitted by the 1927 graduates and the 1923 dismissals indicates that the range of the former group is from 2.95 to 5.2, while for the latter it is from 2.0 to 3.8. The mean for the 1927 graduates was 4.10, while for the 1923 dismissals it was 3.44. These data indicate that the former group wrote much better life histories than the latter. The life histories of the two 1926 groups were written under more specific directions than those used in 1923. For the 1926 highest the range in life history scores was found to be from 3.45 to 5.3, with the mean at 4.4. For the 1926 lowest the range was found to be from 2.1 to 4.0, and the average was 3.44.

When the scores on the various items were correlated, the following results were obtained for the group of 1926 highest: life history scores with psychological test, $.176 \pm .092$; life history scores with high school average, $.024 \pm .095$; psychological tests with grade points, $.446 \pm .077$; high-school average with grade points, $.184 \pm .092$. For the group of 1926 dismissals the following correlations were found: life history scores with psychological test, $.356 \pm .084$; life history scores with high school average, $.037 \pm .090$; psychological test with grade points, $.446 \pm .077$; high-school average with grade points, $.291 \pm .083$. When the two 1926 groups were combined into one, the coefficient of correlation between life history scores and psychological test scores was found to be, $.735 \pm .032$; and that between life history scores and high-school averages, $.519 \pm .049$.

An analysis was made of the life histories in order to determine what evidence they presented concerning various personality traits. The trait most frequently evidenced in the 1926 highest group was "aggressiveness;" while that evidenced most frequently in the group of 1926 dismissals was "passivity." The evidence presented by the ratings given these students by their high-school principals in regard to personality traits does not conflict with that observed in the personal history blanks, but neither does it agree positively in many cases. For the 1926 highest the most frequent characterizations mentioned by the principals are: "leader"; "scholarly"; "independent, re-

liable." For the group of 1926 dismissals the trait most often mentioned is "social," and the next most frequent are "serious," and "not influential."

XVI. HISTORICAL AND SURVEY STUDIES

46. Gustafson, David. *The Origin and Establishment of the University High School of the University of Chicago*. June, 1927. Pp. 134.

This study attempts to trace the origin and establishment of the University High School of the University of Chicago, and deals particularly with the institutions from which it was formed. Data were found in some printed sources; the catalogues and calendars of the institutions studied; the minute books of the boards of trustees; reports of administrative officers; minutes of the faculties; records of entrance examinations; printed announcements; contributions in various educational journals and yearbooks.

One of the institutions from which the University High School was formed was the Chicago Manual Training School, the first independent manual-training school of secondary school grade in the United States. This school was one of the important products that grew out of the interest awakened in manual training in the late seventies and early eighties. The Chicago school was established on the initiation and through the generosity of members of the Commercial Club of the city, who in 1882 organized an association for the conduct of the Manual Training School. Grounds and buildings were provided for the institution, and a competent director, Dr. H. H. Belfield, secured to administer the affairs of the school, which began its work in 1884. The avowed purpose of the founders of the school was to provide boys with a general education in which shopwork and drawing should have a place equal to that of the academic subjects; it was not that of establishing a vocational school to provide training in specific trades.

During the years 1884 to 1896 the work of the Manual Training School was carried on with a large measure of success by its Director, the Board of Trustees and the faculty. The curriculum of the school, which provided for approximately equal time to be given to manual work and to mental training, was modified considerably, especially

toward the middle of the nineties when college-preparatory and business courses were added to the existing technological course of study, thus broadening the scope of the work of the institution. The number of pupils enrolled in the school increased rapidly year by year until the years 1891 to 1893, when considerably more than 300 boys were receiving instruction each year. Most of the entrants were admitted upon the completion of their work in the eight grammar-school grades. However, partly because of the establishment in Chicago of other institutions of similar character, the attendance declined somewhat after 1893. The Commercial Club continued to contribute generously to the support of the Manual Training School, but the recurrence of large annual deficits, as well as other considerations, necessitated important changes in the management of the school.

During 1896 and 1897 arrangements were made whereby the Chicago Manual Training School became an integral part of the University of Chicago. The founders of the school realized that their specific task of creating interest in manual training had been largely performed and felt that a strong institution like the University could more effectively carry on the types of secondary-school work which were demanded by the needs of an increasingly diversified body of students. It was hoped at the time that the University might be able to establish a high-grade Technological Department for which the Manual Training School might be a preparatory school; this hope, however, could not be realized. Nevertheless the Manual Training School was transferred to the University of Chicago, and its work from 1897 to 1903 was carried on under the direction of the Board of Trustees of the University largely in the same manner as had been the case during its independent existence. The transfer of the institution to the University of Chicago was quite in harmony with its trend toward a broadening sphere of usefulness. The manual-training movement marks an important epoch in the history of education in America, and the Chicago Manual Training School will be remembered as one of the institutions that had a large place in this movement.

The secondary school with which the Chicago Manual Training School was ultimately joined in the merger which created the University High School was the South Side Academy, a private coeducational institution established in 1892 near the University of Chicago. This school had a successful career as a college-preparatory school;

after 1897 it became more and more closely connected with the University until in 1901 it passed under its direct control and became its Secondary School. During the later years it grew rapidly in size and maintained such high standards, scholastic and otherwise, as to enable it to come into the merger of 1903 on approximately equal terms with the well-known and influential Manual Training School.

The present School of Education of the University of Chicago was established during the years 1901 to 1903 as the result of a merger of six schools or departments of schools. The first units in the School were the Chicago Institute with its Elementary School, founded by Mrs. Emmons Blaine and Colonel Francis W. Parker; this institution with its competent staff and ample resources was transferred to the University in 1901 and for a time constituted the School of Education. The following year the Department of Education of the University and its Elementary or Laboratory School, both ably directed for years by Prof. John Dewey, came into the combination. The South Side Academy and the Chicago Manual Training School, which schools had for a number of years been under the control of the University, were brought together to form the secondary-school unit in the new system, which was in operation, in its entirety, in 1903.

The first year of the University High School, as the secondary-school was called, was largely one of organization and adjustment. Relations with the other parts of the school of Education were worked out, the faculties of the two uniting institutions were merged, and plans for the instruction and management of a large, heterogeneous student body were put into effect. The curriculum provided at the beginning was, in the main, a combination of the existing courses of study of the two schools. The opportunities offered the pupils in the class-room were supplemented by a comprehensive program of extra-curriculum activities.

47. Bass, William Arthur. *A Survey of the County High Schools of Tennessee*. August, 1928. Pp. 200.

This study of the three hundred four accredited four-year county high schools in the state of Tennessee is based on data obtained by the High-School Supervisor on official blanks from the principals of the high schools at or near the close of the school term. For the purpose of comparison the schools are divided into three groups:

those employing but three teachers; those employing from four to seven teachers; and those employing eight or more teachers. There were 96 in the first group, 162 in the second, and 46 in the third. Under the laws of the state every county is required to establish one or more four-year high schools, which are to be supported by the county and the state. The principal and the teachers of each high school are recommended by the County Superintendent and elected by the County Board of Education who in turn are appointed by the County Court.

Fifty per cent of the buildings have been erected since 1918. Approximately 70 per cent of the buildings are two-story structures; 78.6 per cent of them are built of brick; the median number of classrooms contained in the buildings is 8.3; 90.4 per cent have auditoriums; and 43.4 per cent have gymnasiums. Only 58.2 per cent of the buildings are steam heated; 35.5 per cent are heated by stoves; and 4.3 per cent are heated by hot air. Thirty-three and three-tenths per cent have connections with city water systems; 60.8 per cent get their water from wells located on the grounds. Only 40.1 per cent have inside toilet systems. All high schools provide libraries. However, only 73.7 per cent of the schools have teachers appointed to direct and manage the library. The median number of volumes in the high-school library is 616.

All approved county high schools have a school term of nine months. The length of the school day, however, varies; the median number of clock hours is 7.8 for the schools of Group I; 7.2 for Group II; and 6.9 for Group III. Approximately 70 per cent of the schools organize their class periods on the 45-minute basis; 4.6 per cent on the 42-minute basis; and 26 per cent on the 40-minute basis. About one-third of the schools have seven periods a day for class work; 59.5 per cent have 8 class periods; and 6.6 per cent have 9 class periods. The larger schools have a shorter day, longer periods, and fewer periods.

The median number of pupils enrolled by groups of schools is as follows: Group I, 59; Group II, 94; Group III, 227. The median number enrolled by years is as follows: First Year, 30; Second Year, 22; Third Year, 18; and Fourth Year, 16. The median annual instructional cost, based on enrolment in the high school, is \$66 for Group I; \$67 for Group II; and \$58 for Group III.

As the schools are at present organized the principal is essentially a classroom teacher. The median number of classes taught by the principals of the schools of Group I is 6.9; of Group II, 5.4; and of Group III, 2.8. For all schools the median is 5.7. The median number of class periods devoted to supervision is 1.3. The median number of minutes principals devote to office work daily is 62. In 81.5 per cent of the cases the high-school principal is also responsible for the organization of the elementary school.

The median number of classes taught by the teachers in the schools of each of the three groups is as follows: Group I, 7.2; Group II, 6.6; and Group III, 6.4. For all schools of the state the median is 6.6. The median size of the classes in the schools of Group I is 12; in Group II, 17; and in Group III, 17.

Approximately 97 per cent of the high-school principals of the state are men. The median age of the principals is 37.8 years. The majority of the principals have had more than four years of college training. The median number of years of such training is 4.3 for the schools of Group I; 4.5 for Group II; and 4.8 for Group III. About one-fourth of the high school principals hold no college degree; 61.2 per cent hold the bachelor's degree; 14.2 per cent hold the master's degree; and 0.3 per cent hold the doctor's degree. The median number of years of experience is 11.5 for the principals of the schools of Group I; 13.5 for Group II; and 19 for Group III. The median number of years they have held their present positions is 3.7. The median annual salary is \$1,544 for the principals of the schools of Group I; \$2,045 for Group II; and \$2,600 for Group III. The median for all principals is only \$1,890.

Approximately seven out of every ten high-school teachers are women. The median age of the teachers is 27.5 years; the median number of years of college or university training is 4.4. Of the 1,332 high-school teachers, exclusive of the principals, 23.2 per cent have no degree from a standard college; 73 per cent hold the bachelor's degree; 3.6 per cent the master's degree; and 0.1 per cent the doctor's degree. In the larger schools a larger percentage of the teachers hold degrees. The median number of years of educational experience of high-school teachers is 4.6. One-sixth are new to the profession, and 45.7 per cent are serving their first year in their present position. The median number of fields in which these teachers are called on to instruct is 3.4 for the teachers of Group I; 2.5 for the teachers of

Group II; and 1.7 for the teachers of Group III. Twenty-four and seven-tenths per cent of the teachers teach one or more branches daily in which they neither majored nor minored in college. The median annual salary of high-school teachers in Tennessee is \$1,171. For the teachers of the schools of Group I it is \$969; for Group II, \$1,153; and for Group III, \$1,292.

Mathematics, English, Latin, history, and science make up the bulk of the course of study. With the exception of one course in community civics, little work is given in the social science subjects. Approximately three-fourths of the schools teach general science; 62.5 per cent teach biology; 48.0 per cent schedule classes in chemistry; 35.8 per cent in physics; and 10.8 per cent in physiology. Only 44.4 per cent of the schools schedule the first unit of the course in French, and 16.4 per cent in Spanish. Home economics courses are offered in all schools; but only 8.2 per cent of the schools teach manual training. Commercial courses, with the exception of commercial law, are offered in only about 7.5 per cent of the schools.

One-eighth of all the schools provide no extra-class activities; 37.8 per cent provide only one, and 25.3 per cent provide only two organizations. Approximately two-thirds of all schools provide an organization designated as the Literary Society. No other organization of a literary or musical nature is provided by more than 8 per cent of the schools. Only 6.2 per cent of the schools of Group I; 21.2 per cent of the schools of Group II; and 69.5 per cent of the schools of Group III provide honorary or character-forming organizations. Less than one-fourth of all schools have any sort of athletic or sport organizations. Special clubs for the engagement of special interests of pupils are provided in 29.2 per cent of the schools.

48. Greer, Hugh Gambrell. *A Comparative Study of the Accredited Public High Schools in Alabama*. September, 1927. Pp. 114.

The purpose of this study was to make a statistical survey of educational conditions existing in the accredited public high schools in Alabama, during the school year 1925-26. The data were obtained from the official reports sent by the principal of each high schools to the State Supervisor of Secondary Schools. In addition data were obtained from the Annual Reports of the State Department of Education, other bulletins published by the Department, and data concerning previous graduates of the high schools which were on file in the office of the Supervisor of Secondary Schools.

The study is based on reports for 234 accredited public high schools, which are classified as follows: 117 rural high schools; 60 county high schools; 46 city high schools; and 11 district agricultural high schools. These 234 schools enrol 42,318 pupils, or an average of 181 per school. Of these pupils, 22,982 are girls, and 19,336 are boys, or an average excess of about 15 girls per school. The average number enrolled in each type of high school is as follows: rural 109, agricultural 169, county 171, and city 381.

The study shows that 641 teachers are employed in the city schools, 560 in the rural schools, 361 in the county schools, and 70 in the agricultural schools. Of these teachers, 81.8 per cent hold college degrees. The percentage of teachers holding college degrees in rural and county high schools is considerably below the percentage holding degrees in the city and agricultural group. In all, only 36 teachers have secured the master's degree. These are fairly well distributed over the different classes of schools. Of 297 teachers without degrees, 67 have less than the two years training beyond high school specified as the minimum for secondary teachers. There are more such teachers in the city high schools than in the other types.

More than one-half of the teachers employed in the rural and county high schools are new to their schools for the year 1925-26. Less than five per cent of the rural high-school teachers have been in one school for a period of six years or more, compared with more than 15 per cent in the city for a corresponding period. Among teachers in the agricultural and city schools, 9.8 per cent and 6.2 per cent, respectively, have been in one school for a period of six years or more. More than one-fifth of the teachers employed in the rural schools have had no previous experience. Less than ten per cent in the city group are inexperienced. More than one-half of the city teachers have had five or more years' experience, whereas only a little more than one-third of the teachers in other classes of schools have had five or more years' experience.

Of the city principals, 36.9 per cent have had no previous experience in their present schools; of the rural principals, 30.8 per cent have had no previous experience in their present schools. As a rule, only teachers of experience are employed as principals in the accredited public high schools of Alabama. In all the schools, only three inexperienced principals are employed, and 83.6 per cent of the prin-

cipals have had six or more years of experience. The county high-school principals rank slightly higher in the median years of total experience, with 11.6, and the agricultural lowest with 9.5. The median years of total experience in all schools for principals is 10.7.

The University of Alabama is the leading institution to which teachers and principals go for their academic and professional training. Of all the teachers employed in the secondary schools of the state, the normal schools train 10.3 per cent and the denominational schools 21.8 per cent. Nearly one-third of all the secondary teachers receive their major training in institutions outside of Alabama, and practically one-half of the city teachers are trained in colleges outside of the state.

It was found that 25 per cent of all the teachers receive an annual salary of less than \$982. The quartile deviation and median salary for the state are \$286 and \$1154, respectively. By classes of schools, the median salary for teachers, exclusive of principals, is as follows: rural \$990, county \$1089, agricultural \$1210, and city \$1466. The salaries of principals for all classes of schools are distributed from \$1200 to \$4200, with the median salary \$2222, and the quartile deviation \$367. Salaries for principals are higher and have less variability in the agricultural class. The lowest salary for principals and teachers is in the rural schools. The median salary for men teachers in all classes of schools is \$1954, and for women \$1084. The median salary for vocational-agricultural teachers is \$2230, which is slightly higher than the median salary of principals.

More than one-half of the accredited public high schools in Alabama are associated with the so-called 6-3-3 type of school organization. By statute, Alabama provides uniform courses of study for all public high schools in the state. An effort is made in the uniform courses of study to comply with many of the theories accepted today regarding junior and senior high schools. Most of the high schools in the state make limited offerings of the prescribed courses of study. English, algebra, geometry, agriculture, general science, history, and social science courses constitute the main offerings in the county, agricultural, and rural schools. The city schools make some offerings beyond the prescribed minimum courses.

The percentages of enrolment show that English is the leading high-school subject. Social-science subjects rank second, and history

third. Only a few of the schools outside of the city make any provisions for foreign language courses. All schools, including the rural, have a large percentage of pupils enrolled in chemistry and physics. The median load for teachers in the high schools in Alabama is about 30 recitations weekly. The average pupil-load per teacher is 25.9. The heaviest pupil-load per teacher is found in the county high school, and the smallest pupil-load per teacher in the rural. Most of the principals in all classes of schools, outside of the city group, are burdened with a large amount of classroom teaching, the median number of weekly recitations for principals slightly exceeding 20.

Of 5,633 students graduated in Alabama from all the accredited public high schools for the scholastic year 1924-25, nearly one-half (46.5 per cent) attended some institution of higher learning in Alabama or in some other state. The percentage was about the same from all classes of schools. Less than one-half of the students entering higher institutions from county, rural, and agricultural schools passed all their subjects the first semester. A much larger percentage of the city group passed all subjects the first semester.

The typical or average high school in Alabama has 596 volumes in its library. The average number for each class of school varies from 363 for the rural school to 889 for the city school. The agricultural school excels in library facilities in respect to the average number of volumes per pupil. The city school has fewer volumes per pupil than the rural or county high school.

The valuation of school plants varies from \$800,000, for the highest valued city building, to \$3,500, for the lowest valued rural building. A wide variation is noted among the different classes of schools in the median date of school-plant construction. One-half of the county high schools were constructed before 1910. One-half of the rural high-schools were constructed during the four years preceding the survey. The oldest buildings are found among the agricultural class. Nearly three-fifths of the schools have toilets located outside of the buildings, indicating that such schools are located in small towns or in rural communities which lack provisions for water-flushed toilets.

Alabama depends more completely than any other state, save one, on state taxation for the maintenance of its schools. All of the high

schools of the state share on equal terms the general state funds appropriated on the basis of school population. The county and district agricultural high schools are favored with an additional direct state appropriation, on such a basis as to encourage more local enterprise and initiative. The rural high schools, comprising more than one-half of the accredited public high schools of the state, are without these extra appropriations. Distribution of state support of public high schools is, therefore, neither equitable nor democratic.

49. Simon, Donald Lionel. *The Six-Year High School in Indiana*. June, 1928. Pp. 138.

This study deals with a type of high school organized in Indiana that has developed since 1919, known as the Six-Year High School. Although a few institutions of this type existed prior to 1919, the action of the state legislature in 1919, which was passed to "provide for the organization and maintenance of junior high schools and the licensing of teachers therein," encouraged the reorganization of small school systems on the 6-6 basis with secondary schools either of three or six years. In the year 1919-1920 there were 19 six-year high schools in Indiana, in the year 1926-1927, during which this study was made, the number of six-year secondary schools had increased to 258.

The major problems considered in the thesis were: (1) what type of community appears to be best suited for the six-year organization? (2) What is the typical size of the six-year high school? (3) To what extent are the pupils drawn from rural homes? (4) How well are the administrative officers and teachers trained and how well are they paid? (5) Does the course of study meet the needs of the pupils? (6) To what extent are extra-curriculum activities promoted in the schools? (7) Are the communities financially able to provide secondary education for their children? (8) What is being done and what should be done in Indiana to bring about improvements found necessary as a result of this study?

The data for the study were obtained from the annual reports of the principals to the Division of Inspection in the office of the State Superintendent of Public Instruction. The reports cover such topics as enrolment, classroom work, organization and supervision, per capita cost, equipment, qualifications of teachers, course of study, textbooks, schedule of classes, and number of books in the library.

Other information possessed by the department of Public Instruction was also utilized in supplementing the data obtained in the principals' reports.

The information contained in the reports was transcribed to data sheets prepared by the writer to facilitate the organization of the materials bearing on the different problems with which the study was concerned.

The findings were summarized first, by describing the median six-year high school of the group of 258, and second, by formulating eight general conclusions which the data seemed to warrant.

GENERAL CONCLUSIONS

The median school corporation maintaining a six-year high school has a population of 1516. The chief occupation of the people of the community is farming. The median school has an enrolment of 125 pupils, 62 of whom are boys and 63 are girls. There are 25 pupils in the seventh grade, 24 in the eighth, 24 in the ninth, 20 in the tenth, 17 in the eleventh, and 15 in the twelfth.

A township trustee is in control of the school. A principal is employed who has had over four and one-half years' training, having been in attendance at college for the last time during 1925. The principal has taught about four years in the elementary school and about ten years in the high school. He has been in his present position for a period of two years and is now under contract for eight months at an annual salary of \$2090. The principal teaches four periods in an eight-period day. He has a total of 66 pupils in his four classes. Because of his teaching and administrative duties he finds very little time for supervision.

Six teachers are employed in the high school. Although the training of the teachers covers a range in years from one to seven, the median teacher has had four years' training. On the basis of the training for all teachers two teachers in a six-teacher school will have less than four years' training, three will have four years', and one will have over four years'. The median teacher attended college for the last time during 1925, although some of the teachers were in attendance during 1926. The median teacher has had about one year's experience in the elementary school and about three years' in

the high school. She has been in her present position one year. On the basis of the complete data on teacher turnover two of the teachers are teaching in the school for the first year. The median teacher holds an eight-month contract and receives an annual salary of \$1380. She teaches during six periods in an eight-period day and has about 104 pupils in her six classes.

The courses offered in the school are those required by the State Board of Education in Indiana and some elective courses approved by the State Board. About one-fourth of the work for the other grades is elective. The median number of subjects offered in the school is eleven. The subjects mentioned most frequently are English, history and social science, mathematics, Latin, home economics, music, art, physics, industrial arts, agriculture, and biology. There are about 600 volumes in the high-school library. The principal has reported the equipment for physics to be "good"; botany, "fair"; general science, "good"; physical geography, "fair"; home economics, "good"; industrial arts, "good"; and agriculture, "fair." The school day is divided into eight periods of forty-five minutes each. The school sponsors an athletic program and about three other extra-curriculum activities. Teachers' meetings are held weekly and school problems are discussed. The teachers attend monthly institutes under the direction of the county superintendent of schools. Extension courses are taken at these institutes. The school is used as a community center. The school holds an Indiana High-School commission, but is not a member of the North Central Association of Colleges and Secondary Schools.

The per capita cost in the high school is \$110.52. The school levy is \$1.04 on each \$100.00 of taxable property. A levy of 47 cents is made for the special school fund, 41 cents for the tuition fund, 14 cents for the bond fund, and about two cents for the library, sinking, and vocational funds. The assessed valuation of the median school corporation is \$3,210,938 and its bonded indebtedness is \$30,179, its indebtedness being less than one per cent of its assessed valuation.

1. The six-year high school may be established in school corporations, whether they be rural, urban, or a combination of both, ranging in population from 500 to 3000, providing the roads are passable during the winter months. One hundred fifty-seven six-year high schools are located in the north central section of the state in which

are found many prosperous farming communities. The median population of the school corporations for the north central section is 1447. The fact that twelve school corporations with populations exceeding the 3000 mark have adopted the plan may indicate its feasibility for the larger communities.

2. The enrolment of the high school is a determining factor in deciding the type of organization which should be adopted in a community. Schools having pupil-enrolments in the six grades not to exceed 300 may establish the six-year plan with advantage. There is a range in pupil-enrolment from 38 to 728. The median enrolment for all schools is 125 pupils. Only seven six-year high schools have more than 300 pupils. Because of the success of this type of organization in schools with enrolments exceeding 300 pupils, the plan should be given a trial in other schools of the state with similar enrolments.

3. The six-year high schools of Indiana serve chiefly rural pupils. Only five school corporations have more than 4000 inhabitants. Over two-thirds of the total number furnishing data have populations ranging from 500 to 2000.

4. On the whole the administrative officers and teachers are not paid salaries sufficiently large to enable them to maintain high standards of living. Thirty per cent of the principals and superintendents are paid less than \$2000 per year. About one teacher in eight receives less than \$1200; two in three, between \$1200 and \$1499; and one in four, \$1500 or over. Although the principals and teachers have been attending college within recent years, the number with less than four years' training causes one to conclude that more exacting requirements are needed as a basis for the issuance of administrative and teaching licenses. A few of the administrative heads of the schools and over 40 per cent of the teachers have less than four years' training. The large percentage of turnover among the principals and teachers should receive the attention of the employing officials. Some inducement should be offered principals and teachers to remain in one position for more than one or two years.

5. The courses offered in the six-year high schools are largely of the academic type with some deviation into the fields of commerce and practical arts. The course of study outlined by the State Board of Education is used by all high schools of the state regardless of

location. However, the schools are given a great amount of liberty in regard to the work which may be offered. Although they are free from restrictions the six-year high schools of Indiana are limited in some cases in the number of courses they may offer by the pupil-enrolment, size of teaching staff, and equipment.

6. A program of extra-curriculum activities is sponsored in the six-year high schools. The data justify the conclusion that a conscious effort is being made by school authorities to provide training for their high-school boys and girls which cannot be obtained by the regular classroom procedure. The fact that an average of two and eight-tenths activities are sponsored by the schools bears out this conclusion. An athletic program of inter-school contests is promoted in each school with one exception.

7. The communities are financially able to provide secondary education for their children. The median school tax is slightly more than one-half of the maximum permitted by law. In some corporations the tax levy could well be raised to make possible higher salaries for the teacher and better equipment for the schools. The fact that many of the smaller schools are free from a bonded indebtedness indicates that these schools are in a position to launch building programs whenever needed.

8. Although some recent legislation has been enacted in Indiana which will ultimately lead to improvements in the schools, there is still much to be done. The results of this study justify the following recommendations: (a) More information relative to the organization and administration of a six-year high school should be collected by the State Department of Public Instruction and distributed among the school officials and teachers of the state. (b) The problem of teachers' salaries should be studied and graded salary schedules devised for superintendents, principals, and teachers in accordance with standards of training, experience, and quality of service. (c) The State Department of Public Instruction should exercise every precaution to see that only well-qualified applicants are issued administrative, supervisory, and teaching licenses. (d) The present tenure law should be revised in order that it may help to remove politics and other undesirable factors from the administration of the schools. (e) The superintendents and principals should be free to devote a considerable part of their time to administrative and supervisory duties.

In a large percentage of the schools the administrative and supervisory officers are really head teachers, spending a large portion of the day teaching in the classroom. (f) The State Department of Public Instruction should arrange for the continuous study of curriculum problems connected with the six-year high school in order that the schools of the state may put into practice the latest developments in the education of boys and girls during the adolescent period. (g) By raising the standard requirements for high schools a greater effort would be put forth by all officials to improve their schools. The fact that only a few six-year high schools are members of the North Central Association of Colleges and Secondary Schools indicates that their standards may be open to question. (h) In a township maintaining two small high schools serious thought should be given to the advisability of consolidating the schools, thereby permitting the offering of a larger number of courses and at the same time lowering the per capita costs. The matter of consolidating high schools in adjoining townships in which the roads will permit the transportation of pupils throughout the school year should receive the consideration of school officials interested in the improvement of the high schools in Indiana.

50. Prunty, Merle Charles. *A Study of the Graduates of the Class of 1925 of the High School of Tulsa, Oklahoma*. September, 1927. Pp. 173.

The purpose of this study was to examine analytically the record of the 1925 graduates of the high school at Tulsa, Oklahoma, and to answer, if possible, the following questions regarding those graduates who went to college and those who followed their life pursuits.

1. What is the social composition of the graduates as judged by the occupations of the parents and by the zone of the city in which the graduates live?
2. What amount of time was required by the members of the class of 1925 to meet graduation requirements?
3. What were the nature and extent of the graduation offerings of the 1925 class?
4. To what extent did the intelligence quotients and scholastic records of the class determine the number and nature of the credits offered for graduation?

5. How are the 1925 graduates now occupied?
6. What specific contributions did Tulsa High School make to the present occupations of the 1925 graduates?
7. What demands are the present occupations of graduates making of them for which their high-school course did not prepare them?
8. What was the scholastic record in high school of graduates who met college-entrance requirements and those who did not?
9. What is the comparative scholastic rank of graduates in their high-school courses and first year college?
10. How do the high-school scholastic records of graduates attending college compare with those of graduates not attending college?
11. To what extent did attendance and punctuality affect the high-school scholastic achievement of the 1925 graduates?
12. What is the high-school failure record of the 1925 graduates?

The data for the investigation were secured from three sources, namely, the permanent and preserved records of the high school, questionnaires directed to the graduates themselves, and the records of the colleges which the graduates attended. The data were assembled in tables and were separated in the tables so that comparison might be made between the two groups of graduates, namely, those who attended college and those who entered life pursuits.

Comparisons are made of the intelligence quotients of the two groups, the Scholastic Achievement Indices, time required to attain graduation, departmental credits offered for graduation, departmental failures made by graduates, and the attendance records.

From the graduates attending college certain remarks were obtained on the questionnaire pertaining to the life plans of the individual, the deficiency and benefits of their high-school course as judged by their work in college, the first year college subjects pursued, the number of courses passed and failed, and the means of self support employed by the individual while in college. From those graduates who entered life pursuits instead of college, data were collected regarding the pursuits entered. How useful the individuals found their high-school training in the pursuit entered, their views regarding the deficiencies of the high-school courses pursued and their present

salaries. The information obtained from the questionnaire sent to the two groups was studied in relation to the records of the individual in high school and conclusions were drawn.

The data presented on the composition and character of the graduates of the Tulsa High School provide excellent material for determining the future administrative policies of the school.

The data show that 88.7 per cent of the graduates came from average or better types of neighborhoods, and that 11.3 per cent came from rural, poor, foreign and shiftless neighborhoods. Only 15.5 per cent of the pupils who came from districts of unrestricted building zones graduated, whereas 68.1 per cent of those who came from restricted building zones graduated.

Forty-five and four tenths per cent of the graduates entered college and 54.6 per cent entered life pursuits. Of the graduates who came from the restricted building zones of the city, 68 per cent entered college and 31.1 per cent life pursuits. From the homes of greatest wealth 85.7 per cent of the graduates entered college in comparison with 14.3 per cent who entered life pursuits, while only 24.3 per cent of the graduates who came from unrestricted neighborhoods entered college and 75.7 per cent immediately went to work.

The records show that the graduates who went to college had on the average higher intelligence quotients than those who entered life pursuits. For example, only 12.5 per cent of the college group had intelligence quotients of below 90, whereas 30.5 per cent of the life-pursuit group were below 90. The median intelligence quotients of the boys exceeded those of the girls in both groups. Only 4.3 per cent of the graduates had intelligence quotients of 80 or below.

Indices of Achievement were determined for each of the 443 graduates considered in the study by transmuting semester marks into points. The Achievement Indices were classified into four groups. The data revealed that (1) boys in both the college and life pursuit groups rank lower in their Achievement Indices and higher in their intelligence quotients than girls; (2) girls in both the college and life pursuit groups required less time to graduate than the boys; (3) the Achievement Indices of both boys and girls were higher on the average for those who required average or less than average time to graduate; (4) both the college and the life pursuit boys and girls with high Indices of Achievement accumulated on the average a

greater number of credits during their high-school course; (5) subject failures were greatest among the pupils with low Achievement Indices—The boys who entered life pursuits contributed the greatest number and the girls who entered life pursuits the smallest number of the failures; (6) as absence increased above the general average for the school the individual irrespective of group tended to the lower Achievement Indices; (7) pupils who were tardy more than twenty times during their high-school course tend toward the lower Achievement Indices; (8) failures in the first year of college were very largely restricted to pupils whose high-school Achievement Indices were low.

In curriculums the data show that the subject offerings of the high school were really more diverse in character than was necessary to meet the needs of the group who went to college.

The data also show that the graduation requirements were sufficiently flexible to admit of almost any reasonable subject choice desired.

The high-school failure records of the graduates seem excessive since 44.9 per cent failed in one or more semester units of works during their high-school course, 11.2 per cent of all the semester subject enrolments of all the graduates resulted in failure. The largest per cent of failure came within the departments of foreign language, mathematics, history, physical education, commerce and English. In the first year of college 28 per cent of the boys and 12.7 per cent of the girls failed one or more semester hours, in contrast with 57.9 per cent of the same boys and 34 per cent of the same girls who failed during their high-school course. Seventy-one and two tenths per cent of all the semester failures of boys in college and 60 per cent of the semester failures of girls were by those who failed one to eight semester units of their high-school work.

Taking the records of the class as a whole the graduates with excessive absences and tardiness compare unfavorably at every point with the graduates whose absences and tardiness were average or less than average during their high-school course.

Approximately half of the boys who went to college from the 1925 class and 8 per cent of the girls contributed towards their support either through work during vacation or the regular college year. Boys in life pursuits who supplied information indicated that their

earning power during the year following graduation from high school ranged from, \$75.00 to \$400.00 per month. The median for 46 cases was approximately \$100.00 per month. For fifty girls who reported the range was \$20.00 to \$140.00 per month with a median of approximately \$95.00. In the case of both boys and girls, salaries were greater if specific preparation of a vocational character had been received during the high-school course.

51. Shephard, Harry Raymond. *A Survey of Extra-Curriculum Activities in the Senior High Schools of Kansas City, Missouri*. September, 1927. Pp. 146.

This study presents a survey of the extra-curriculum activities in the senior high schools of Kansas City, Missouri. Its purposes were:

(1) To ascertain the status of extra-curriculum activities in the four senior high schools.

(2) To investigate the opportunities which were offered in the Kansas City senior high schools for developing social attitudes, habits of co-operation, ability for leadership, and general social welfare, and to see how far pupils are availing themselves of these opportunities.

(3) To analyze and evaluate the organization, regulation, and control of extra-class activities.

(4) To provide the high-school administrators with a body of facts indicating the defects and weaknesses as well as the strength of their present policies toward pupil affairs.

(5) To offer constructive proposals with respect to the future development of extra-curriculum activities and to aid in the formulation of an improved policy for Kansas City.

Because of the broad and comprehensive scope of extra-curriculum activities and from the necessity of treating them from a single point of view, the survey was limited to problems of administration and supervision. These problems included, (1) the general policy of the senior high schools toward pupil activities, (2) the status of teachers engaged in the supervision of such activities, (3) the number and character of the more important activities; (4) their regulation and control, (5) the extent to which pupils participated, (6) the supervision of finance, and (7) the influence which the activities exerted in determining who should receive honors or become members of

honor organizations. A further limitation was imposed by confining the study to the activities of pupils of the senior class in the senior high schools.

In order to differentiate between curriculum and extra-curriculum activities the extra-curriculum activities were defined as those organized group activities of high-school pupils sponsored by the faculty which occur after, outside, or in addition to the formal work of the classroom and function as activities. The materials were gathered by personal observation of activities, conferences with principals and teachers, inspection of records, tabular analysis, and, in one instance, the use of a questionnaire to secure the average number of hours per week each teacher devoted to the direction or supervision of extra-curriculum activities to which she was assigned. The data were gathered from four senior high schools and only white pupils were considered in the study. The schools were compared one with another and with the average practice for the schools as a group.

On the basis of the findings, certain recommendations were made which possess more than local interest and value.

1. It was recommended that an activities cabinet supplement the committee system as a means of simplifying the organization, eliminating a duplication of duties and increasing the power of the group to whom the principal has delegated the responsibility of directing the organization.
2. That a faculty member be appointed as a manager of plays, events and performances held in the assembly hall, as a means of directing the activities of the pupil stage crews, ushering, and the sale and collection of tickets.
3. That a central accounting system of pupil funds be provided in order that the pupils may secure increased educational opportunity through the handling and administration of funds in accordance with business methods.
4. That in view of the large number of teachers devoting more than four hours per week to extra-curriculum affairs, an intensive study of the teaching load be made in the interest of the classroom efficiency and that teachers who engage in extra-curriculum activities receive recognition for the service rendered either by extra salary or by reduction in the number of daily class periods in proportion to the responsibilities assumed.

5. That a program of intra-mural sports be developed, designed to provide opportunity for participation in athletic contests for all pupils instead of restricting such activities to inter-school contests for a few pupils.

6. That opportunities be provided which will enable every pupil to participate in some club activity and that variety of activities rather than specialization be encouraged.

7. That uniformity of method be adopted in the different schools of the city in the election of students to membership in honor societies.


8. As a means of integrating into a single whole the various recommendations made, the surveyor presented a diagram for the use of the administrative officers in the Kansas City High Schools in carrying out the recommendations of the survey if they consider uniformity of procedure and practice desirable (diagram may be obtained by writing to the author, Mr. H. R. Shepherd, Paseo High School, Kansas City, Missouri).

XVII. MISCELLANEOUS STUDIES

52. Baker, Harry Leigh. *A Study of High-School and College Graduates With Respect to Scholarship and Leadership*. August, 1928. Pp. 74.

The problem of this dissertation was to determine to what extent the characteristics of scholarship and leadership are related in the graduates of the High School, Manhattan, Kansas, who are also graduates of the Kansas State Agricultural College of Manhattan. The data for the study were gathered from the records of the Manhattan High School and the Kansas State Agricultural College. Eighty per cent of the graduates of the former institution enter the latter and complete records were available for 108 students who had been graduated from both institutions.

The author undertook to determine six relationships from the data obtained in the records studied, namely, the degree of relationship (1) between scholarship in high school and scholarship in college, (2) between scholarship in high school and leadership in college, (3) between leadership in high school and leadership in college, (4) between leadership in high school and scholarship in college.



(5) between scholarship in high school and leadership in high school and (6) between scholarship in college and leadership in college.

As a measure of scholarship, teachers' final or course marks in the various subjects were used. All of the students' final or course marks obtained by the students in high school were averaged to determine a high-school Scholarship Index for each student. Similarly all of the final or course marks for the students in college were averaged to determine a college Scholarship Index for each student.

Measurement of leadership by any objective means is naturally difficult; but since leadership is exerted and manifested through activities, activities were considered to be the best objective criteria of leadership. A high-school Leadership Index was computed for each student from his record of activities as shown in the high-school annual of his senior year. Likewise a college Leadership Index was determined for each student from his record of activities as shown in the college annual of his senior year.

In order to determine the degree of leadership exercised in the various activities, the investigator obtained the critical judgment of the teachers in the high school in weighting the various high-school activities in which a student engaged. Each teacher who knew the student was asked to evaluate individually on a scale of zero to ten, the amount of leadership involved in each activity performed by the student. The ratings were averaged in order to obtain a composite judgment of the high-school teachers, or the Leadership Index of each pupil. Similarly the list of activities in college were submitted for rating to the registrar of the Kansas State Agricultural College, five deans, one assistant dean, two heads of departments, and one professor. The ratings given by these persons were averaged to obtain the Leadership Index of each student in college.

Numerical indices were found for high-school scholarship, high-school leadership, college scholarship and college leadership of each of the 108 pupils and inter-correlations were computed by the Pearson product-moment method.

The coefficients of correlation of the six relationships are as follows:

1. High-school scholarship and college scholarship $.67 \pm .035$
2. High-school leadership and college leadership $.52 \pm .047$

3. College scholarship and college leadership. 45 \pm .051
4. High-school scholarship and college leadership. 356 \pm .056
5. High-school leadership and college scholarship. 327 \pm .058
6. High-school scholarship and high-school leadership. . . 27 \pm .059

The students studied did not fluctuate greatly in the relative rank of their scholarship from high school to college. According to the evidence it is practically certain that an individual who places in the lowest quarter of a group in high-school scholarship will not rise to the highest quarter of the same group in college scholarship; it is equally certain that an individual that places in the highest quarter in high-school scholarship will not fall to the lowest quarter of the same group in college scholarship. The data also show that extreme fluctuation in the relative rank of leadership from high school to college is not likely, although moderate fluctuation in the relative rank of leadership from high school to college is likely. The data indicate that it is extremely unlikely that an individual who ranks in the highest quarter of a group in high-school leadership will fall to the lowest quarter of the same group in college leadership, or that an individual who ranks in the lowest quarter of a group in high-school leadership will rise to the highest quarter of the same group in college leadership. The study further indicates that although college scholarship and college leadership are only moderately associated (.45) it is quite unlikely that an individual who places in the lowest quarter of the group in college scholarship will rise to the highest quarter in college leadership, and that it is also quite unlikely that an individual who places in the highest quarter in college scholarship will fall to the lowest quarter in college leadership.

It cannot be safely concluded from the study that high scholarship in high school is fundamental to outstanding leadership in college, but the data indicate that high-school scholarship and college leadership have common elements to a moderate extent (.356) and that an individual has approximately two chances to one to place in the same highest or lowest quarter of the group in college leadership in which he placed in high-school scholarship. High scholarship in high school is therefore shown to be a moderate asset to college leadership according to the evidence of this study.

The relationships which exist between high-school leadership and college scholarship compare very strikingly with the relation-

ship which exists between high-school scholarship and college leadership. The traits of high-school leadership and college scholarship are only moderately related (.327) but there are approximately two chances to one that an individual will place in the same highest or lowest quarter of his group in college scholarship in which he ranked in high-school leadership and that an individual who ranks in the highest or lowest quarter in high-school scholarship will place in the corresponding quarter in college leadership.

High-school scholarship and high-school leadership are only slightly related (.27) but the study indicates that the chances are three and six-tenths to one that an individual who ranks in the highest or lowest quarter of his group in high-school leadership also will place in the same quarter in high-school scholarship. There is double the tendency for average leadership in high school and low scholarship in high school to be related than there is for average leadership in high school and high scholarship in high school.

Active leadership in high school is a much better indication of active leadership in college than is high-school scholarship, and high scholarship in high-school is a much better indication of high scholarship in college than is active leadership in high-school.

53. Bates, Carl Everett. *The Influence of Vocational Agriculture on the Occupational Attitudes of Pupils*. June, 1927. Pp. 71.

The object of this investigation was to determine whether the teaching of Smith-Hughes vocational agriculture in a high school has any influence on the attendance and persistence in school; whether it affects to an appreciable degree the occupational attitudes of the pupils; and whether it stimulates pupils attending that school to choose farming as a life work. The data were obtained from questionnaires sent to the principals and seniors of the high schools in Iowa wherein Smith-Hughes vocational agriculture is taught, and of an equal number similar in respect to size, type and situation wherein Smith-Hughes vocational agriculture is not taught. The first group is known as the vocational group, and the second group as the non-vocational group, throughout the study. In the vocational group replies were received from 65 high schools with a total enrolment of 5745 pupils, 1410 pupils in the senior class, 1528 pupils in the eighth grade of the corresponding elementary system, 1867 in the first

grade, and drawing 2106 students from outside the district. In the non-vocational group replies were received from 48 high schools with a total enrolment of 3893 pupils, 927 seniors, 975 in the corresponding eighth grade, 980 in the first grade, and drawing 1220 students from outside the district.

From an analysis of the data it appeared that the average age of the senior boys in the vocational schools was 18 years, while the average age of the senior girls was 17 years 9 months. In the non-vocational schools the average age of the senior boys was 18 years 3 months, while the average age of the senior girls was 17 years 10 months. The average high-school enrolment in the case of the vocational schools was 110, and in the case of the non-vocational, 99; the average number from outside of the district, 31 in the vocational schools, 27 in the non-vocational. In the vocational group there was an average of 20 seniors, 23 in the eighth grade, and 28 in the first grade. In the non-vocational group the averages were: 20 seniors, 24 in the eighth grade, 25 in the first grade. An average of 9 seniors lived on farms in the vocational group, and an average of 10 in the non-vocational.

The seniors were asked to rank twelve occupations according to social status. The combined ratings of all the seniors in the vocational group ranked these occupations in the following order: physician, clergyman, banker, superintendent of schools, lawyer, farmer, civil engineer, machinist, electrician, bookkeeper, grocer, and carpenter. The seniors in the non-vocational group ranked them in the following order: physician, superintendent of schools, banker, clergyman, lawyer, farmer, civil engineer, electrician, bookkeeper, grocer, machinist, and carpenter. It is to be noted that "farmer" stands sixth on each list. It is evident that the influence of vocational agriculture on the occupational attitudes of pupils attending schools wherein it is taught is so slight that it fails to appear in the ratings given the twelve occupations. The ratings given by the girls and the boys in the two groups of schools does not differ materially, except that the boys in each case rank farming as seventh, and the girls rank it as sixth in the vocational schools, and fifth in the non-vocational. The coefficient of correlation between the rankings given by the two groups of boys is .94; between the two groups of girls, .88; for the boys and girls in the vocational schools, .96; and for the boys and girls in the non-vocational schools, .83. Boys in the

vocational schools who had taken two or more semesters of agriculture rank the farmer in fourth place, while the boys who had less than two semesters of agriculture give that occupation the rank of 7. The seniors in the schools wherein vocational agriculture has been taught for four or more years do not rate the farmer differently than do the pupils in non-vocational schools.

The pupils were also asked to indicate their occupational choices. Among the girls in the vocational schools 46 per cent had decided to teach school, 24 per cent were undecided, 14 per cent gave business as their choice, 4 per cent mentioned farming, and 2 per cent wished to become musicians. Seventeen per cent mentioned miscellaneous occupations. In the non-vocational schools 48 per cent of the girls had chosen teaching, 15 per cent were undecided, 18 per cent mentioned business, 9 per cent had decided to become nurses, 3 per cent named farming as their choice, and 3 per cent wished to become musicians. Eighteen per cent mentioned miscellaneous occupations. Among the boys, those who were undecided made up 38 per cent in the vocational schools, and 37 per cent in the non-vocational; farming was the choice of 20 per cent in the vocational schools, and 21 per cent in the non-vocational; engineering was chosen by 16 per cent in the vocational schools, and 15 per cent in the non-vocational; 5 per cent mentioned business in the vocational schools, and 6 per cent in the non-vocational. In the vocational schools 5 per cent intended to become teachers, 3 per cent to enter medicine, 3 per cent law, 2 per cent aviation, 1 per cent music, and 7 per cent miscellaneous occupations. In the non-vocational schools 5 per cent intended to become teachers, 4 per cent to enter medicine, 4 per cent law, and 8 per cent miscellaneous occupations. Of the boys who had taken four or more semesters of agriculture, 39 per cent intended to become farmers. In the vocational schools 67 per cent of the boys and 65 per cent of the girls intended to enter college; in the non-vocational, 61 per cent of the boys and 62 per cent of the girls.

54. Hodges, Mabel Claire. *A Study of the Personal Expenditures of Pupils in Certain High Schools of West Virginia*. June, 1928. Pp. 75.

The purpose of this study was to determine, first, the amounts of money spent by pupils in certain high schools; second, the major items for which pupils spend money; and third, the variation in pupil ex-

penditures according to the fathers' occupations. Eighty-five pupils in the Parkersburg High School, Parkersburg, W. Va., were asked to keep for a period of one week a list of the articles for which expenditures were made both by them and for them. From the data so obtained a booklet questionnaire was made out. These booklets were given out to the pupils in the Fairmont and Wheeling High Schools who indicated their willingness to keep such a record for a week. Five hundred thirty pupils, of both sexes and all grades, kept the records, and upon these data the study was based. The expenditures were classified under four heads, as follows: amusements and "eats" (exclusive of regular meals); dress and toilet articles; education (including athletic equipment, books, supplies, etc.); and miscellaneous. The occupations of the fathers were classified as follows: proprietors, professional service, managerial service, commercial service, clerical service, agricultural service, building and related trades, machine and related trades, printing trades, miscellaneous trades in manufacturing and mechanical industries, transportation service, public service, personal service, miners, common labor, and occupations unknown.

An analysis of the data indicated that the pupils reporting spent a total of \$943.81 for amusements and "eats", \$2594.47 for dress and toilet, \$196.70 for education, and \$647.22 for miscellaneous articles. The average amounts spent by each pupil for each class of expenditure was as follows: amusements and "eats", \$.38; dress and toilet articles, \$2.47; education, \$.32; and miscellaneous, \$.57. The average amount spent during the week ranged from \$2.38 for those children whose father were miners, to \$17.83 for those children whose fathers were in commercial service. The next lowest were \$3.60 for agricultural service, and \$3.80 for clerical service; while the next highest were \$11.41 for professional service, and \$9.95 for proprietors.

The average amounts earned by the pupils during the week varied from \$1.57 for those whose fathers were engaged in clerical service, to \$8.42 for those whose fathers were common laborers.

Of the expenditures reported, the freshmen were responsible for \$1186.03; the sophomores for \$1109.47; the juniors for \$984.85; and the seniors for \$903.10. The ranges in the amounts spent were as follows: freshman boys, from \$.05 to \$27.50; freshman girls, from .20 to 64.63; sophomore boys, from .35 to 66.57; sophomore girls

from .50 to 64.85; junior boys, from 0 to 42.54; junior girls, from 0 to 66.15; senior boys, from 2.15 to 48.19; senior girls, from .17 to 91.66. The medians were as follows: freshman boys, \$2.70, girls, 3.87; sophomore boys, 4.10, girls, 3.54; junior boys, 5.40, girls, 3.74; senior boys, 6.37, girls, 5.86.

In the classification amusements and "eats", the greatest expenditure was for shows; the next largest items in succession were speeding, candy, ice cream, trips, sandwiches, gasoline, coco-cola, kodak and films, and magazines. Over 70 per cent of the pupils made expenditures for candy, 53 per cent for ice cream, 49 per cent for shows, 41 per cent for chewing gum, 37 per cent for coco-cola, and 32 per cent for sandwiches. The amounts spent by these high-school pupils for cosmetics, candy, jewelry, soft drinks, ice cream, chewing gum, and movies, were larger than the average amounts spent by each individual throughout the entire state of West Virginia. In the case of movies the proportion was 37 to 14. Only in the case of tobacco was the average expenditure throughout the state greater than the reported average expenditure of the high-school pupils. Most of the increase in the amount spent as the pupil proceeds through high school was due to the increased expenditure under the classification dress and toilet.

Under the classification dress and toilet, the major expenditure was for dresses and suits; next for shoes, and next for hose. Hats, cleaning and pressing, hair cuts, sweaters, and underwear are next, but represent much smaller expenditures. Twenty-four per cent of the pupils reporting spent money for hose, 23 per cent for hair cuts, 15 per cent for tooth paste, 13 per cent to have heels repaired, and 12 per cent for dresses and suits. The other items were reported by a smaller percentage. Under the classification of education, the major expenditure was for music, and the next for athletic equipment. Books, paper, and note books come next in order. The largest percentage of the pupils' expenditures were for paper, next for pens and pencils, and next for note books. Under miscellaneous expenditures, the largest item is for meals, next for car fare, and next for church. Fifty-four per cent report spending money for meals, 47 per cent for car fare, 41 per cent for Sunday School, and 36 per cent for church. Of the total amount spent, 55 per cent went for dress and toilet articles, 23 per cent for amusements and "eats", 7 per cent for education, and 15 per cent for miscellaneous.

Only in the case of those pupils whose fathers were engaged in common labor, and those whose occupations were unknown, did the average amount earned by the pupil exceed the average amount expended. In most cases the amount expended was two or more times the amount earned.

The data indicate that the parental occupation determines to a high degree the population of the high school. The occupational groups which are well represented are: managerial, miscellaneous trades, proprietors, commercial service, and professional service. Pupils whose parents are engaged in personal service, or who are miners, or laborers have a very small representation in the high school and this representation decreases from the freshman to the senior class. The expenditures made by these groups are much lower than the average for the entire school. The average yearly expenditure for a high-school pupil for the items included in this study, based on the data collected during one week, is \$486.72. The high-school pupil spends most of his money for non-essentials and the amount he spends is out of proportion to what the average parent can spend for him for essentials.

55. Muth, Harry Conrad. *The Causes of Pupil Absence in the Roosevelt Junior High School, Rockford, Illinois*. August, 1928. Pp. 46.

This study was undertaken for the purpose of discovering the causes of pupil absence in the Roosevelt Junior High School at Rockford, Illinois, during the school year 1926-1927, and of determining the factors that had a bearing on major and minor causes for pupil-absence within the time limits of the period studied. For comparative purposes data were collected from 7th, 8th and 9th grades housed in elementary schools not in the same section of the city.

The data on absence were obtained from the monthly reports of the attendance department. The factors considered in the study were, the distance traveled by the pupils to school, the weather reports for each day in the school year dealing with temperature and precipitation, the telephone reports made by the school clerk to the home when pupils were absent, and the written reports to the principal made by the attendance officer on individual cases of absence.

The author found from his study of the data obtained that the type of school organization attended by pupils (junior high school or

8-4 plan) had practically no effect on the problem of absence. The distance traveled by pupils also showed very little correlation with absence (.25) and there was no appreciable difference in the correlation for either sex or grade. Weather, including precipitation and temperature, had slight effect on the percentage of attendance. The correlation for the year between precipitation and percentage of attendance was .28, and the correlation between the average percentage of attendance for months with normal temperature was only 0.62 per cent better than the average for the months with subnormal temperature.

Illness of the pupil was the predominant cause of absence (63 per cent of all cases). Illness in the family produced 9.4 per cent of the reported absences with the girls contributing over three times as much absence for this reason as the boys. Working in the home contributed 5.8 per cent and visiting friends 5 per cent, together with other causes of lesser importance. Truancy was responsible for 130 days of absence, or 2.3 per cent of the total explained absence, boys being truant seven times as much as the girls.

Colds, sore throat, etc., accounted for 36.3 per cent and aches and pains, 23.2 per cent, of the absence reported due to illness. Colds and sore throats tended to be more prevalent during the colder months of the year with a variation occurring in May that could not be explained by data covering only one year. Headaches and toothaches accounted for the majority (53.4 per cent) of absence due to aches and pains. Boys had 444 days of absence because of aches and pains as opposed to 371 days for the girls.

Injuries accounted for 432 days of absence or 12.3 per cent of all absence due to illness. The boys were absent 102 days more than the girls. Contagious and infectious diseases were responsible for 7.4 per cent of the absence due to illness, the boys exceeding the girls in days absent by 36.0 per cent.

Consultations with doctor, dentist and visiting nurse were considered important enough by the parents to cause 235 days of absence, 6.7 per cent of the absence due to illness. Skin and blood diseases caused 216 days of absence, the boys being charged with 123 days and the girls with 93. A wide range in the number of specific types of illness was reported. In general the boys tended to be absent slightly more than girls and particularly so in the case of illness.

56. Sawyer, Guy Edmund. *Pupil-Credit Costs in the High Schools of Milwaukee, Wisconsin, 1923-24*. August, 1928. Pp. 95.

The purpose of this study was to determine the unit costs in teachers' salaries for instruction in the different subjects taught in the Milwaukee high schools, the relative importance of factors influencing these costs, and methods of effecting economies in particular subjects where costs are excessive. The unit adopted for the purpose of this study is the credit unit, which is understood to mean that amount of classroom instruction and study supervision required to enable a normal student progressing at a normal rate to complete the work necessary to earn one of the sixteen units required for graduation. Data were obtained from the teachers' program cards, the promotion, withdrawal and failure reports, and the payrolls of the Board of School Directors.

The average teaching costs per credit by departments in the Milwaukee high schools during the year 1923-24 were found to be as follows: Manual Arts \$57.90; Household Arts, \$43.10; Free-hand Drawing, \$41.20; Foreign Languages, \$28.40; Science, \$27.40; Mathematics, \$26.60; Commercial, \$26.30; English, \$25.30; History, \$22.40; average of all departments, \$27.60.

The percentage of pupils passing in each department during the same year was as follows: Freehand Drawing, 89.3; Household Arts, 89.1; Manual Arts, 87.6; History, 82.8; Science, 81.8; English, 81.6; Commercial, 80.8; Foreign Languages, 80.7; Mathematics, 75.4; average of all departments, 81.3.

The average cost per class in teachers' salaries by departments was found to be: Science, \$579; English, \$544; Manual Arts, \$531; Mathematics, \$526; Foreign Languages, \$512; Commercial, \$503; History, \$500; Freehand Drawing, \$470; Household Arts, \$397; average of all departments, \$520.

The average size of class by departments was found to be: History, 26.9; English, 26.7; Mathematics, 26.2; Science, 25.8; Commercial, 25.6; Freehand Drawing, 25.5; Foreign Languages, 22.4; Manual Arts, 21.0; Household Arts, 20.7; average of all departments, 25.7. It would appear from all of these data that variations in the size of class seem to exercise more influence on the cost of credits than variations in the other factors.

When the various high schools of the city are compared with each other, the study indicates that cost per class and size of class both occupy important positions as factors influencing credit costs. The average salary for teaching one class is greater in the older than in the newer schools. Except in the case of the smallest school, average size of class bears little relation to the comparative size of the school. The per cent of pupils passed ranks last as a factor accounting for the position of a school in the cost per credit unit.

A grouping of the subjects according to the year in school indicates that the credit cost of senior subjects is \$32.30, of junior subjects, \$28.50, of sophomore subjects, \$27.00, and of freshman subjects, \$24.60. The average cost per class increased from \$482 for freshmen subjects to \$634 for senior subjects. In addition, senior classes average only 22.6 pupils per class, while the average size of freshman classes is 26.5 pupils. These two factors evidently explain the increased cost of the upper grade subjects. Their effect is partially offset by the fact that the percentage passed is higher in the upper grades. In the senior year it is 91.6%, in the junior year, 83.1%, in the sophomore year 81.0%, and in the freshman year 77.6%.

A grouping of subjects according to whether they are half-credit or full-credit courses indicates that half-credit courses cost on an average \$48.50 per credit unit, while full-credit courses cost only \$25.90 per credit unit. Certain courses in advanced work in foreign languages also show an excessive cost per credit unit. It is suggested in each of these cases that economies might be effected by concentrating the work of these departments in a few schools at which centers a large enough number of pupils might be enrolled to make possible the formation of larger classes.

The coefficient of correlation between the average cost per class and the average cost per credit unit was found to be .71. The regression equation between these two variables was found to be $X = .04088Y - 4.329 \pm 1.98$. This indicates that cost per credit unit may be estimated with a fair degree of accuracy from cost per class. If the percentage of pupils passing were increased to ninety per cent in all classes, the saving per pupil credit cost would be about ten per cent. The coefficient of correlation found between cost per pupil credit and percentage of pupils passing was .48. The correlation between cost per credit and size of class was found to be -.83. The

regression equation between these two variables was $X=56.159-1.1797Y\pm1.51$. These figures indicate that size of class is a very important factor in determining cost. The only other factor which is of more importance is that of credit granted—that is, whether the class is a half credit or a full credit course. It is seen, therefore, that economies may be effected either by decreasing the cost per class, which would mean decreasing teachers' salaries, or increasing the teaching load; or by decreasing the rate of failure, which would be a satisfactory solution provided it did not simply mean lowering the standards; or by increasing the size of class, which is probably the most feasible as well as the most effective method.

57. Castell, Stanley. *A Study of Constitutions of Pupil-Government Organizations in High Schools*. August, 1928. Pp. 90.

The purpose of this study was twofold, namely, (1) to determine what phases of school government are delegated to pupils; and (2) to determine what forms of organization for pupil participation are actually in use in high schools.

The data for the study were obtained from the written constitutions of school government organizations. Letters were sent to one-thousand high-school principals whose names were listed in the directory of the National Association of Secondary School Principals, requesting a copy of the constitution of any organization which existed to encourage pupil participation in the government of their high schools. Replies were received from 504 schools. One hundred sixty-eight indicated that no organization for pupil participation in the government of the school existed, 203 sent constitutions. Forty-eight replied that no material was available, thirty-five stated that they had pupil participation but no constitutions, thirty-four sent handbooks which contained the constitutions, eight returned the request without replying and eight letters were returned stating that the principal had moved. Nineteen constitutions were obtained from handbooks published by schools which were not included in the list to which requests were sent.

The author of the thesis first read all of the constitutions rapidly in order to gain a background for the more detailed study to follow. Careful analysis of each constitution was then made on data sheets on which the main topic headings were recorded and tallied as the constitutions were studied.

The following conclusions are drawn from the data obtained from the analytical study of 221 constitutions in which phases of school government were delegated to pupils.

1. The most popular single name for the organization for pupil-participation in school government was,—“Student Council of—H.S.”
2. The most common purposes of pupil-participation in school government were to train in citizenship and to regulate extra-curriculum activities.
3. The common practice was to include all students in the organization for pupil-participation.
4. No dues were required in a majority of the organizations. When required, the most popular rate was 25 cents per term.
5. There was no uniformity in the form of the organization. In general, there were two most popular types: the association and the council.
6. Courts were provided for in a few constitutions. There was no uniformity in their organizations.
7. The main powers delegated to pupil-participation organizations were those regulating the out-of-class activities of pupils.
8. The Principal and faculty retained veto power over acts of the pupil-governing bodies. Special care was taken to provide for the supervision of financial matters and elections.
9. The officers most common to the pupil organizations were president, vice-president, secretary, and treasurer. There was no uniformity among the other officers provided.
10. The function of the faculty officers who held membership in the pupil organization was to act for the principal in advising and controlling the pupil-governing bodies.
11. One year and one semester were the most common terms of office.
12. Scholarship and upperclassmanship were the most common qualifications for office.

13. The president's duties were to preside at meetings, appoint committees, and perform "customary duties."

14. The vice-president's duty was to act in the absence of the president.

15. The secretary's duties were to keep the minutes and handle the correspondence.

16. The treasurer had charge of organization funds or was assistant to the faculty treasurer.

17. Standing committees existed for many functions the most common being assembly, social activities, publicity, and athletics.

18. The time of election was set, either late in the term for the following term or early in the term for the current term.

19. Most pupil-participation organizations are required to meet weekly or semi-monthly.

20. Removal of officers was provided for by a two-thirds vote in a majority of the cases.

21. For the initiative election, the most popular number of signers was 10 per cent.

22. The signers for a referendum ranged from 10 to $33\frac{1}{3}$ per cent of the voters.

23. Two thirds of the membership was most frequently required for a quorum.

24. A two-thirds majority vote was most often required for amendment.

25. Only 41 per cent of the constitutions had by-laws attached. The points treated in the by-laws were similar to those treated in the constitutions.

26. The average constitution contained 1,011 words, 18.8 sections, and 8.6 articles.

27. The average set of by-laws contained 675 words, 2.7 sections, and 3.9 articles.

DIRECTORY
of the
DEPARTMENT OF SECONDARY-SCHOOL
PRINCIPALS
of the
NATIONAL EDUCATION ASSOCIATION
of the
UNITED STATES

ALABAMA

Baird, Wm. J., A. B. '18, Univ. of Ala.; M. A. '21, Tchrs. Col., Columbia Univ.; Prin. Jefferson Co. H. S., Tarrant, Ala., since 1921.
Clark, K. J., B. A. Univ. of Richmond, '09; M. A. '21, Harvard Univ.; Prin. Murphy H. S., Mobile, Ala., since 1926.
Griffin, J. D., R. I., Thorsby, Ala.
Hendrix, N. B., B. A. '21; Prin. Woodlawn H. S., Birmingham, Ala.
Jackson, Walter M., B. S. '20; M. A., '27; Prin. H. S., Selma, Ala., since 1928.
Moore, H. F., Springville, Ala.
Rowell, W. A., Opelika, Ala.
Smith, C. C., Prin. H. S., Sheffield, Ala.
Smith, Elmer E., 1412 No. Thirtieth St., Birmingham, Ala.
Spencer, W. L., Dir. of Sec. Ed., State Dept. of Ed., Montgomery, Ala., since 1920.
Stough, Sellers, A. B. '14, Univ. of Ala.; M. A. '26, Tchrs. Col., Columbia Univ.; Sec-Tres. Ala. H. S. Ath. Assoc., 2609 Fifteenth Ave. N., Birmingham, Ala.
Studdard, (Mrs.) Jessie Dean, Cordova, Ala.
Terry, Paul W., Ph. D. '21; Prof. of Ed., Univ. of Ala., University, Ala., since 1927.
Waldrop, Amos I., Gorgas, Ala.

ARIZONA

Easterday, Floyd G., Prin. H. S., Seligman, Ariz.
Granger, C. W., Douglas, Ariz.
Heermans, Martha, Supt. of Sch., Hayden, Ariz.
Henderson, W. L., Solomonville, Ariz.
Hendrix, A. W., Marana, Ariz.
Hendrix, H. E., A. B. '01; A. M. '23; Prin. Union H. S., Mesa, Ariz., since 1920.
Honn, Edward F., Bisbee, Ariz.
Kohn, Frederick A., Prin. Grade Sch., Casa Grande, Ariz.
McRuer, Duncan, A. B. '12; A. M. '15; Prin. Union H. S., Glendale, Ariz., since 1918.
McVey, J. P., A. B. '23; A. M. '28; Prin. H. S., Flagstaff, Ariz., since 1923.
Negele, A. P. Jr., B. S. '24; M. S. '24; Supt. Schls., Willcox, Arizona, since 1926.
Nicholes, Ray D., M. S. '27; Prin. Round Valley H. S., Eagar, Ariz., since 1927.
Patterson, O. W. Jr., A. B. '13; Prin. H. S., Tucson, Ariz., since 1923.

Schrevel, C. B., Ph. B. '19; A. M. '20; Prin. Jr.-Sr. H. S., Jerome, Ariz., since 1924.
Snider, E. Q., A. B. '06, A. M. '21, Univ. of Ill., Supt. Union H. S., Yuma, Ariz., since 1925.

ARKANSAS

Abbott, Thomas C., 2014 Schiller Ave., Little Rock, Ark.
Allen, Charles Forrest, Ph. B. '17; A. M. '24; Prin. West Side Jr. H. S., Little Rock, Ark., since 1922.
Baumgartner, (Mrs.) John, Brinkley, Ark.
Buchanan, Mattie, B. A. '01; Prin. Jr. H. S., Pine Bluff, Ark., since 1923.
Cook, Elmer, A. B. '23, Baylor Univ.; Prin. Sr. H. S., Fort Smith, Ark., since 1924.
Dial, H. F., 1004 West Twelfth Ave., Pine Bluff, Ark.
Greene, Crawford, 414 S. West Ave., El Dorado, Ark.
Griffin, L. D., B. A. '23; Supt. of Sch., Stuttgart, Ark., since 1927.
Hardy, Rosa, 803 West Ash, Blytheville, Ark.
Hotz, Henry G., M. A. '15; Ph. D. '18; Prof. of Sec. Ed., Univ. of Ark., Fayetteville, since 1919.
Hughes, S. T., Judsonia, Ark.
Hunt, Wilson, Gravette, Ark.
Larson, John A., A. B. '12; A. M. '23; Prin. Sr. H. S., Little Rock, Ark., since 1917.
Leman, G. W., A. B. '19; M. A. '25; Asst. Prof. of Ed., Univ. of Ark., Fayetteville, Ark., since 1928.
Lide, E. S., A. B. '14; LL. B. '16; M. A. '26; Asst. Prof. of Ed., Univ. of Ark., Fayetteville, Ark., since 1928.
Meaders, J. R., Supt. of Sch., Lewisville, Ark.
Morris, E. A., Garland, Ark.
Pickens, Sidney, Batesville, Ark.
Sammons, Vernon E., B. L. '13; B. S. '26; Prin. Sr. H. S., Hot Springs, Ark., since 1922.
Smith, W. J. S. Jr., Fouke, Ark.
Thompson, A. G., Carlisle, Ark.
Waldron, J. Harley, B. S. '18; M. A. '25; Dir. Sec. Ed., Fort Smith, Ark., since 1925.

CALIFORNIA

Adamson, D. W., B. S. '23; M. A. '24; Prin. Garfield Evening H. S., 5101 East Sixth, Los Angeles, Calif., since 1926.
Addicott, J. E., B. S. '04; A. M. '05; Prin. Polytechnic H. S., San Francisco, Calif.

- Aitken, Malcom D., B. S. '21; Evening H. S., Mountain View, Calif., since 1927.
- Alka, Homer E., Bx. 356, Holteville, Calif.
- Albertson, O. C., Union H. S., Whittier, Calif.
- Aldrich, McCall, Union H. S., Chino, Calif.
- Allen, Hollis P., Part-Time H. S., San Bernardino, Calif.
- Allen, J. H., Evening H. S., Oakland, Calif.
- Alman, John E., South Pasadena, Calif.
- Anderson, Carl A., Hamilton Jr. H. S., San Francisco, Calif.
- Anderson, Edgar S., Humboldt Evening H. S., San Francisco, Calif.
- Andrew, Paul, Union H. S., Clovis, Calif.
- Andrus, Ethel Percy, Ph. B. '03; B. S. '18; M. A. '28; Prin. Lincoln H. S., Los Angeles, Calif., since 1916.
- Argo, A. C., Sequoia Union H. S., Redwood City, Calif.
- Aseltin, John, A. B. '24; M. A. '25, Stanford University; Prin. H. S., San Diego, Calif., since 1927.
- Aspinall, R. F., Snyder Continuation H. S., Fresno, Calif.
- Anten, Harry W., Union H. S., Ferndale, Calif.
- Ayer, J. Warren, A. B. '07; A. M. '23; Prin. Union H. S., Los Gatos, Calif., since 1922.
- Ayers, A. C., John Adams, Jr. H. S., Los Angeles, Calif.
- Babson, Helen, Eagle Rock Jr. H. S., Los Angeles, Calif.
- Bachrodt, W. L., A. M. '20; Supt. of Sch., San Jose, Calif., since 1921.
- Badura, G. J., Union H. S., Fortuna, Calif.
- Baker, P. E., Union H. S., Kerman, Calif.
- Balch, A. E., Washington Jr. H. S., Fresno, Calif.
- Bannister, W. D., Union H. S., Oxnard, Calif.
- Barkley, (Mrs.) Ella M., A. B. '12; A. M. '17; Prin. Union H. S., Hamilton City, Calif., since 1917.
- Barnes, Alex. J., Kaufman Jr. H. S., Pomona, Calif.
- Barnes, H. E., A. B. '15; M. A. '20; Union H. S., Redlands, Calif., since 1927.
- Barnett, D. C., Union H. S., Half Moon Bay, Calif.
- Barnum, W. F., B. S. '08, Univ. of Calif.; Prin. H. S., Santa Monica, Calif., since 1916.
- Barth, O. F., A. M. '85; Prin. Union H. S., Linden, Calif., since 1920.
- Barton, George C., A. B. '03, Stanford Univ.; Prin. Sr. H. S., Vallejo, Calif., since 1927.
- Bates, Edith M., Lafayette Jr. H. S., Los Angeles, Calif.
- Battelle, Thornton H., B. S. '22, Univ. of Cal.; Prin. Union H. S., Maxwell, Calif., since 1928.
- Becker, Fred J., Benjamin Franklin Jr. H. S., Pasadena, Calif.
- Belieu, V. R., Union H. S., Gustine, Calif.
- Bell, William M., Evening H. S., Torrance, Calif.
- Bennett, Margaret E., Supvr. of Guidance, 320 East Walnut, Pasadena, Calif.
- Bennyhoff, William F., Evening H. S., Santa Rosa, Calif.
- Benshimol, Alfred L., Polytechnic Evening H. S., Los Angeles, Calif.
- Benson, P. H., Union H. S., Lompoc, Calif.
- Berry, George T., B. S. '14; Prin. Biggs Union H. S., Biggs, Calif., since 1927.
- Bettenger, George, Union H. S., Alhambra, Calif.
- Bickel, Paul C., San Ramon Valley Union H. S., Danville, Calif.
- Biedenbach, C. L., A. B. '86; M. A. '93; Prin. Sr. H. S., Berkeley, Calif., since 1912.
- Bigham, L. O., McKinley Jr. H. S., Pasadena, Calif.
- Billman, H. D., Union H. S., Geyserville, Calif.
- Binkley, R. E., Branch H. S., San Juan, Calif.
- Birdick, A. A., Union Jr. H. S., Hemet, Calif.
- Bissell, Dwight M., A. B. '26; Prin. Union H. S., Woodlake, Calif., since 1928.
- Blackman, Edward, Union H. S., Willits, Calif.
- Blanchard, M. E., Noe Valley Jr. H. S., San Francisco, Calif.
- Blee, Robert H., B. S. '07; Dist. Supt., Union H. S., Puente, Calif., since 1918.
- Blount, George, Union H. S., Durham, Butte County, Calif.
- Booth, Charles J., Chaffey Jr. College, Ontario, Calif.
- Boren, Frank H., A. B. '02; Supt. San Mateo Union H. S. and Jr. Col. Dist., San Mateo, Calif., since 1928.
- Bourne, Donald E., Joint Union H. S., Dos Palos, Calif.
- Bowhay, Arnold A., Union H. S., Santa Maria, Calif.
- Bradford, C. G., Union H. S., Mariposa, Calif.
- Brady, John F., Galileo Evening H. S., San Francisco, Calif.
- Brainerd, S. J., Union H. S., Tulare, Calif.
- Branigan, John, Needles Union H. S., San Bernardino, Calif.
- Braschfeld, H. D., Ph. B. '91, Lafayette Col.; Prin. Fremont Sr. H. S., Oakland, Calif., since 1917.
- Britton, L. H., Live Oak Union H. S., Morgan Hill, Calif.
- Broadston, Earl, H. S., Alpaugh, Calif.
- Broadwater, C. L., A. B. '13; M. A. '18; Prin. and Dist. Supt. H. S., El Segundo, Calif., since 1925.
- Brolliar, F. E., B. S. '20; Prin. Union H. S., Middletown, Calif., since 1924.
- Brown, A. C., McKinley Jr. H. S., Los Angeles, Calif.
- Brown, A. M., A. B. '24; A. M. '27; Prin. Woodrow Wilson Jr. H. S., Pasadena, Calif., since 1927.
- Brown, Sherman L., H. S., Chico, Calif.
- Brown, T. Malcolm, B. S. '15; Prin. Roosevelt Jr. H. S., San Diego, Calif., since 1922.
- Brown, Vern B., Union H. S., Ripon, Calif.
- Browne, Edwin C., El Dorado Co. H. S., Placerville, Calif.
- Brownell, E. E., H. S., Gilroy, Calif.
- Brownlee, E. J., Union H. S., Fairfield, Calif.
- Brunton, Delbert, Union H. S., Mountain View, Calif.
- Bryan, Paul C., Shandon Branch Union H. S., San Luis Obispo, Calif.
- Bryson, J. A., Union H. S., Carpinteria, Calif.
- Burcham, David, Polytechnic H. S., Long Beach, Calif.
- Bursch, Charles, Union H. S., Ione, Calif.
- Burr, Merrill J., H. S., San Jacinto, Calif.

- Bush, Ralph H., A. B. '11; A. M. '14; J. D. '19; Dean, Jr. Col., Long Beach, Calif., since 1927.
- Butzbaugh, R. H., H. S., Woodland, Calif.
- Campbell, Homer Ward, A. B. '10; Prin. Elmhurst Jr. H. S., Oakland, Calif., since 1918.
- Campbell, W. P., Bret Harte Union H. S., Angelo Camp, Calif.
- Campion, H. A., Wiggins Trade H. S., Los Angeles, Calif.
- Carey, Katherine, John Muir Jr. H. S., Los Angeles, Calif.
- Carl, Elias N., B. S. '14; Prin. Roosevelt Evening H. S., Los Angeles, Calif., since 1927.
- Carner, Bert M., B. S. '10; Prin. Union H. S., Gonzales, Calif., since 1916.
- Carpenter, J. E., Part-Time H. S., Sacramento, Calif.
- Cavanagh, Angus L., A. B. '02; Prin. Warren G. Harding H. S., Los Angeles, Calif., since 1924.
- Chandler, M. W., LL. B. '10; LL. M. '11; A. B. '20; Prin. Le Conte Jr. H. S., Hollywood, Calif., since 1922.
- Chaney, Charles Ross, Prin. Union H. S., Sanger, Calif., since 1925.
- Choisser, D. P., Union H. S., Calexico, Calif.
- Clark, Amos E., Union H. S., Escalon, Calif.
- Clark, D. E., Union H. S., Templeton, Calif.
- Clark, Emmet, Pomona, Calif.
- Clark, E. W., Polytechnic Union H. S., Venice, Calif.
- Clark, F. H., Lowell H. S., San Francisco, Calif.
- Clark, W. B., A. M. '95, Stanford Univ.; Prin. Willard Jr. H. S., Berkeley, Calif., since 1912.
- Clarke, Harvey F., A. B. '06; Prin. David Lubin Jr. H. S., Sacramento, Calif., since 1925.
- Clarke, Nellie Greene, A. B. '00; A. M. '11; Prin. Washington Jr. H. S., Pasadena, Calif., since 1928.
- Clayes, J. A., Union H. S., Anaheim, Calif.
- Clifton, A. R., City H. S., Monrovia, Calif.
- Cline, Edward C., B. A. '08; M. A. '25; Vice Principal Senior H. S., San Bernardino, Calif., since 1925.
- Clothier, Robert W., Pd. S.; M. S.; Ph. D. '17; Prin. Union H. S., Gridley, Calif., since 1928.
- Clyde, Norman, Owens Valley Union H. S., Independence, Calif.
- Coates, F. C., Round Valley Union H. S., Covelo, Calif.
- Cobb, J. L., Joint Union H. S., Delano, Calif.
- Cole, Bessie J., Roosevelt Jr. H. S., San Jose, Calif.
- Collins, C. B., Union H. S., Holtville, Calif.
- Colthart, Robert L., A. B. '26; Prin. Joint Union H. S., Jackson, Calif., since 1927.
- Colton, A. S., Clawson Jr. H. S., Oakland, Calif.
- Coman, W. M., Union H. S., Visalia, Calif.
- Cookman, J. R., H. S., Maricopa, Calif.
- Cooperider, A. O., Union H. S., Arcata, Calif.
- Cormick, H. H., Joint Union H. S., Davis, Calif.
- Cotton, J. S., Union H. S., Fort Bragg, Calif.
- Couch, Homer G., 1034 N. Edgemont St., Los Angeles, Calif.
- Cralle, Jefferson, Vice Prin. H. S., Crockett, Calif.
- Cralle, Robert E., A. B. '22; A. M. '26; Prin. Jr.-Sr. H. S., Westwood, Calif.
- Cramer, D. H., Union H. S., Campbell, Calif.
- Crandall, F. W., Harding Evening H. S., Sawtelle, Calif.
- Crane, C. B., A. B. '03; Prin. Lockwood Jr. H. S., Oakland, Calif., since 1922.
- Crane, W. B., Metropolitan H. S., Los Angeles, Calif.
- Crawford, Earl E., Union H. S., Napa, Calif.
- Culbertson, G. W., Joint Union H. S., Dinuba, Calif.
- Curry, B. R., B. S., '05; Prin. Union H. S., Le Grand, Calif., since 1928.
- Cutler, J. Leslie, M. A. '14; Prin. H. S., Coronado, Calif., since 1920.
- Daig, Leroy, L., Union H. S., Garden Grove, Calif.
- Dale, John F., 4049 Miller Way, Sacramento, Calif.
- Danforth, Charles C., Girls' H. S., San Francisco, Calif.
- Danks, Vina F., Prin. Jr. H. S., R. 1, Bx. 264, Ontario, Calif.
- Davis, Con C., H. S., Elk Creek, Glenn Co., Calif.
- Davis, J. A., David Starr Jordan H. S., Watts, Calif.
- Davis, James, San Benito Co. H. S., Hollister, Calif.
- Dawson, William K., A. B. '25; Prin. Sutter Union H. S., East Nicholas, Calif., since 1926.
- Defremery, Grace, H. S., Chowchilla, Calif.
- Denton, J. S., Joint H. S., Rio Vista, Calif.
- Detter, R. W., Hollywood Evening H. S., Los Angeles, Calif.
- Diether, Ray, A. B. '17; A. M. '21, Prin. H. S., San Mateo, Calif., since 1928.
- Doggett, A. T., Coast Union H. S., Cambria, Calif.
- Doughty, Julia M., Union H. S., Tranquility, Calif.
- Doughty, Ralph B., Union H. S., Point Arena, Calif.
- Doxsee, E. D., B. S. '15; M. S. '23; Vice Prin. Roosevelt H. S., Oakland, Calif., since 1926.
- Drew, W. J., B. S. '96; Prin. Mission H. S., San Francisco, Calif., since 1919.
- Dunkle, M. B., H. S., Avalon, Calif.
- Dunlavy, Vernon A., A. B. '10; Prin. Union H. S., Sonora, Calif., since 1917.
- Dunn, W. A., Polytechnic H. S., Los Angeles, Calif.
- Dunshee, T. E., Evening H. S., Fresno, Calif.
- Durst, David M., B. S. '12; M. A. '15, Univ. of Calif.; Prin. Analay Union H. S., Sebastopol, Calif., since 1927.
- Eakin, F. M., Union H. S., Santa Paula, Calif.
- Eklöf, C. M., Pierce Joint Union H. S., College City, Calif.
- Ellis, W. Fred, A. B. '06; Prin. H. S., Stockton, Calif., since 1925.
- Elmer, W. E., H. S., Santa Cruz, Calif.
- Elson, Thomas H., Roosevelt H. S., Los Angeles, Calif.
- Ely, J. B., Union H. S., Fillmore, Calif.
- Engle, J. F., Placer Union H. S., Auburn, Calif.
- Enyeart, Buel F., B. S. Ed. '23; M. A. '28; Prin. Sr. H. S., Burbank, Calif., since 1927.

- Evans, Paul L., Evening Commercial H. S., Alameda, Calif.
- Ewing, William Ferdinand, A. B. '06; M. A. '19; Asst. Supt. of Sch., Oakland, Calif., since 1928.
- Farris, L. P., A. B. '08; M. A. '26; Prin. Alexander Hamilton Jr. H. S., Oakland, Calif., since 1924.
- Faught, W. E., Union H. S., Lindsay, Calif.
- Faulkner, Richard D., Horace Mann Jr. H. S., San Francisco, Calif.
- Faulkner, R. N., Burlingame Union H. S., San Mateo, Calif.
- Fawcett, Will, Union H. S., Orland, Calif.
- Ferguson, A. L., Evening H. S., Glendale, Calif.
- Ferguson, James, Jefferson H. S., Daly City, Calif.
- Ferguson, W. A., Union H. S., Porterville, Calif.
- Finger, C. P., Frick Jr. H. S., Oakland, Calif.
- Finn, Fred D., Evening H. S., San Diego, Calif.
- Fisher, E. M., Jr. H. S., Highland, Calif.
- Fluckey, Martin L., A. B. '05; M. A. '06; Prin. Lincoln Evening H. S., Los Angeles, Calif., since 1927.
- Fogg, William W., B. S. '92, Univ. of Calif.; Prin. McClymonds Evening H. S., Oakland, Calif., since 1918.
- Fosdick, A. M., Margarita Black Union H. S., Atascadero, Calif.
- Fouts, W. R., Jr. H. S., Rialto, Calif.
- Fox, Charles J., Belvedere Jr. H. S., Los Angeles, Calif.
- Fraser, Anna Graeme, A. B. '00, Stanford Univ.; Prin. Woodrow Wilson Jr. H. S., Oakland, Calif., since 1928.
- Frederickson, W. G., Union H. S., Arroyo Grande, Calif.
- Freeman, Cora B., Mt. Vernon Jr. H. S., Los Angeles, Calif.
- Fry, C. G., Union H. S., Denair, Calif.
- Fulkerson, Chas. M., A. B. '11; M. A. '12; Prin. Union H. S., Ukiah, Calif., since 1921.
- Fulton, R. M., Lassen Union H. S., Susanville, Calif.
- Fulton, Theodore, Jefferson H. S., Los Angeles, Calif.
- Funderburg, I. V., B. S. L., '15, La Verne Col.; A. B. '16, Pomona Col.; M. A. '17 Univ. of So. Calif.; Dist. Supt. Pub. Sch., Kingsbury, Calif., since 1924.
- Furbush, George E., A. B. '97; Prin. Lowell Jr. H. S., Oakland, Calif., since 1924.
- Gaines, Howard R., B. S. '09, Univ. of Calif.; Prin. H. S., Fresno, Calif., since 1926.
- Gardner, E. B., Union H. S., Corcoran, Calif.
- Gastineau, Charles L., Caleveras Union H. S., San Andreas, Calif.
- Gaylord, William L., Union H. S., St. Helena, Calif.
- Geer, C. L., Union H. S., Coalinga, Calif.
- Givens, Willard E., Supt. of Sch., Oakland, Calif.
- Glenn, Joseph Travelli, A. B. '98, Wooster Col.; A. M. '26, Stanford Univ.; Prin. Sec. Sch., Eureka, Calif., since 1926.
- Glessner, H. H., Edison Jr. H. S., Berkeley, Calif.
- Godward, W. A., County H. S., Mariposa, Calif.
- Gold, E. W., Jr. H. S., Riverside, Calif.
- Golton, L. H., Valley Union H. S., Sonoma, Calif.
- Good, Sidney V., Burbank Jr. H. S., Los Angeles, Calif.
- Gossett, J. O., Union H. S., Oakdale, Calif.
- Goulet, Frank X., Thomas A. Edison H. S., Los Angeles, Calif.
- Graham, J. F., Union H. S., Lemoore, Calif.
- Graves, J. H., Supt. of Sch., Monterey, Calif., since 1916.
- Green, George M., Union H. S., Inglewood, Calif.
- Green, W. W., A. B. '11, Univ. of Mo.; M. A. '20, Univ. of Calif., Prin. Garfield Jr. H. S., Oakland, Calif., since 1924.
- Greenwood, Harold N., Jefferson Evening H. S., Los Angeles, Calif.
- Griehling, C. F., B. A. '21; Prin. Big Valley Joint Union H. S., Adin, Modoc Co., Calif.
- Griffin, Clementina D., N. A. Narbonne Jr. H. S., Lomita, Calif.
- Grimm, August, West Side Union H. S., Los Banos, Calif.
- Grisemer, B. H., Union H. S., Porterville, Calif.
- Gross, Harry E., Jr.-Sr. H. S., San Fernando, Calif.
- Hale, George N., Vice Prin. Highland Jr. H. S., San Bernardino, Calif.
- Hall, Cloyd C., A. B. '14; Prin. Union H. S., Moorpark, Calif., since 1927.
- Hall, Verne, West Side Union H. S., Sunnyvale, Calif.
- Halley, E. P., Union H. S., Patterson, Calif.
- Halley, S. J., Joint Union H. S., Courtland, Calif.
- Hammond (Mrs.), Alleen, Union H. S., Redonda, Calif.
- Hammond, D. K., A. B. '10; Prin. H. S., Santa Ana, Calif., since 1916.
- Hannah, Stanford, Union H. S., Mendocino, Calif.
- Hansell, Harry G., Part-Time H. S., San Francisco, Calif.
- Hanson, J. W., Union H. S., Roseville, Calif.
- Harbeson, J. W., Dean, Jr. H. S., Pasadena, Calif.
- Hardenberg, Rose, Berrendo Jr. H. S., Los Angeles, Calif.
- Hargis, E. T., H. S., Clarksburg, Calif.
- Hargis, S. E., Union H. S., Woodlake, Calif.
- Hargrave, C. L., Union H. S., Folsom, Calif.
- Harkness, M. J., B. S. '18; Prin. Victor Valley Union H. S., Victorville, Calif., since 1928.
- Harrison, M. A., Sierra Union H. S., Toll House, Calif.
- Hartzell, Oliver, H. S., San Rafael, Calif.
- Hartzell, Robert K., A. B. '12; A. M. '13; Dist. Supt. Union H. S., Red Bluff, Calif., since 1921.
- Harvey, C. O., H. S., Beaumont, Calif.
- Hatch, Irwin C., Ph. D. '99; Prin. Crocker Jr. H. S., San Francisco, Calif., since 1920.
- Hauck, E. W., LL. B. '02; B. A. '13; M. A. '14; Ph. D. '15; Dist. Supt. Joint Union H. S., Reedley, Calif., since 1922.
- Hawley, Jesse M. B. A. '26; Prin. Union H. S., Carpinteria, Calif., since 1928.
- Hayden, Floyd, Citrus Union H. S., Azusa, Calif.

- Helms, W. T., Union H. S., Richmond, Calif.
Henderson, F. A., Union H. S., Orange, Calif.
Hendricks, H. D., Union H. S., Maxwell, Calif.
Hennessey, D. L., Garfield Jr. H. S., Berkeley, Calif.
Hepp, L. O., Union H. S., Perris, Calif.
Hester, W. E., Union H. S., Bishop, Calif.
Hetzl, George, A. B. '10; A. M. '11, Prin. John Marshall Jr. H. S., Pasadena, Calif., since 1912
Hill, Charles C., Union H. S., Wasco, Calif.
Hill, Merton E., Prin. Chaffey Jr. College, Ontario, Calif.
Hockenberry, M. B., Valley Union H. S., Imperial, Calif.
Hodges, Earl B., B. D. '09; B. A. '11; M. A. '23; Prin. Washington Union H. S., Centerville, Calif., since 1924.
Hoenshel, A. D., Union H. S., Garden Grove, Calif.
Hoffman, H. H., Union H. S., Lone Pine, Calif.
Hofman, G. E., Meadow Lake Union H. S., Truckee, Calif.
Hogan, Fred, Joint Union H. S., Laton, Calif.
Hopkins, R. J., Jr. College, San Mateo, Calif.
Houk, George D., Evening H. S., San Pedro, Calif.
House, J. L., A. B. '03; A. M. '10; Prin. Central Union H. S., El Centro, Calif., since 1911.
Howard, George C., H. S., Tennant, Calif.
Howard, Lowry S., Menlo H. S., Palo Alto, Calif.
Howe, Harry L., Valley Union H. S., Coahella, Calif.
Howland, Stanley F., A. B. '27; Prin. Franklin Jr. H. S., Long Beach, Calif., since 1927.
Hudgins, Guy, Sweet Water Union H. S., National City, Calif.
Hughes, J. B., Union H. S., Oroville, Calif.
Hughes, Thomas E., George Washington H. S., Los Angeles, Calif.
Hughson, Beth, Stanford Jr. H. S., Sacramento, Calif.
Hull, W. R., A. B. '05; Prin. Union H. S., Fillmore, Calif., since 1928.
Hunter, Hugh A., Union H. S., Live Oak, Calif.
Hurley, J. E., H. S., Mt. Shasta, Calif.
Hurley, M. E., Part-Time H. S., Oakland, Calif.
Hurni, F. H., B. S. '13; M. A. '18; Prin. Glenn Co. H. S., Willows, Calif., since 1925.
Hurst, P. Harmon, Union H. S., Barstow, Calif.
Hutt, James H., LL. B. '10; LL. M. '11; A. B. '21; M. A. '24; Prin. Robert L. Stevenson Jr. H. S., Los Angeles, Calif., since 1926.
Hyman, W. M., Los Gatos, Calif.
Inch, William, Union H. S., Lodi, Calif.
Ingalls, Rosco C., A. B. '09; A. M. '11; Prin. James A. Garfield H. S., Los Angeles, Calif., since 1925.
Ingham, A. B., A. B. '09; Prin. H. S. Pacific Grove, Calif., since 1917.
Ingles J. F., H. S., Van Nuys, Calif.
Irwin, Sue, Burbank Evening School, Berkeley, Calif.
Isensee, A. F., H. S., Nevada City, Calif.
Jacobs, Mark R., H. S., Montebello, Calif.
Jacobsen, E. W., Roosevelt H. S., Oakland, Calif.
Jantzen, C. H., Valley Union H. S., San Bernardino, Calif.
Jensen, George C., H. S., Sacramento, Calif.
Jessup, Will, H. S., Portola, Calif.
Johns, C. L., 7004 S. Marconi, Huntington Park, Calif.
Johnson, Clarence, H. S., La Jolla, Calif.
Johnson, Floyd, A. B. '22, Prin. Woodrow Wilson Jr. H. S., San Diego, Calif., since 1927.
Johnson, F. P., A. B. '87; B. D. '91; A. M. '98; Prin. Union H. S., Hayward, Calif., since 1911.
Jones, Elmer C., A. B. '11; M. A. '28; Dir. of Adult Education, Pub. Sch., Long Beach, Calif., since 1920.
Jones, F. K., Union H. S. Santa Paula, Calif.
Jones, H. W., H. S., Piedmont, Calif.
Jones, J. E., H. S., Kerman, Calif.
Jones, M. G., Union H. S., Huntington Beach, Calif.
Joyal, Arnold, Union H. S., Wheatland, Calif.
Keeley, H. A., Union H. S., El Monte, Calif.
Kellogg, Will S., A. B. '15; M. A. '22; Prin. Willard Jr. H. S., Santa Ana, Calif., since 1923.
Kent, Edwin, H. S., Healdsburg, Calif.
Kersey, Cleon, Wm. McKinley Evening H. S., Los Angeles, Calif.
Keyes, Charles Edwin, M. A. '21; Prin. H. S., Oakland, Calif., since 1908.
Kircher, W. J., A. B. '20; Prin. La Cumbre Jr. H. S., Santa Barbara, Calif., since 1920.
Klein, Paul E., Part-Time H. S., San Diego, Calif.
Laird, Marple, Fall River Joint Union H. S., McArthur, Calif.
Lakin, E. T., H. S., Weed, Calif.
Learned, George H., A. B. '08; M. A. '23; Prin. Portola Jr. H. S., San Francisco, Calif., since 1926.
Learned, Roy E., Union H. S., Elk Grove, Calif.
Lee, Herbert, Union H. S., Livermore, Calif.
Lee, R. A., Union H. S., Lincoln, Calif.
Leland, R. B., H. S., San Jose, Calif.
Lenaham, John A., Evening H. S. of Commerce, San Francisco, Calif.
Lightner, D. R., Union H. S., Strathmore, Calif.
Lillard, J. B., Jr. Col., Sacramento, Calif.
Linn, George I., A. B. '19; M. A. '22; Prin. Union H. S., Manteca, Calif., since 1922.
Linn, Louis P., Ph. B. '02; M. A. '18; Prin. Washington Union H. S., Fresno, Calif., since 1923.
Long, Harold B., A. B. '25; Prin. Joint Union H. S., Princeton, Calif.
Lounsbury, John L., Woodrow Wilson H. S., Long Beach, Calif.
Lovett, R. I., Trinity Co. Union H. S., Weaverville, Calif.
Malcolm, John S., Union H. S., San Juan, Capistrano, Calif.
Mann, G. C., A. B.; M. A.; Vocational H. S., Berkeley, Calif., since 1925.
Marsh, Alice, Union H. S., Esparto, Calif.
Martin, Homer, A. B. '03; A. M. '14; Prin. H. S., Santa Barbara, Calif., since 1919.
Martin, Melrose, B. L. '09; Supt. of Sch., Ventura, Calif., since 1928.

- Martin, W. G., Central Union H. S., Fresno, Calif.
- Massey, H. N., B. A. '06; M. S. '13; Ed. D. '22, Prin. Claremont Jr. H. S., Oakland, Calif., since 1925.
- McCormick, E. O., A. B. '07; M. A. '22; Prin. San Juan Union H. S., Fair Oaks, Calif., since 1922.
- McCullough, E. E., George Washington Jr. H. S., Pasadena, Calif.
- McFeeley, Susan, Tompkins Jr. H. S., Oakland, Calif.
- McGlade, J. C., Asst. Supt. of Sch., San Francisco, Calif.
- McIntire, George R., John Adams Jr. H. S., Ocean Park, Santa Monica, Calif.
- McKillop, J. R., A. B. '02; Prin. Union H. S., Selma, Calif., since 1920.
- McMath, Edgar H., A. B. '02; M. A. '15; Prin. Union H. S., Elsinore, Calif., since 1928.
- McMillin, H. C., A. B. '13; A. M. '16; Prin. Sturgess H. S., San Bernardino, Calif., since 1926.
- McNair, W. R., A. B. '16; M. A. '22; Prin. Clear Lake Union H. S., Lakeport, Calif., since 1920.
- McNeely, J. G., A. B. '19; A. M. '28; Prin. Lincoln Jr. H. S., Santa Monica, Calif., since 1912.
- McQuiddy, T. S., Union H. S., Watsonville, Calif.
- McRuer, J. T., Union H. S., Taft, Calif.
- Mead, Rufus, Ph. B. '02; M. A. '13; Prin. John Muer Technical H. S., Pasadena, Calif., since 1926.
- Mealley, Richard M., Union H. S., Lone Pine, Calif.
- Means, J. W., Union H. S., Tustin, Calif.
- Meany, A. W., Union H. S., Merced, Calif.
- Messer, Robert W., A. B. '11; Prin. Belmont Evening H. S., Los Angeles, Calif., since 1927.
- Miller, Douglas B., Maxwell Park Sch., Oakland, Calif.
- Miller, John G., B. S. '07; M. S. '08; Prin. Frank Wiggins Trade Evening Sch., Los Angeles, Calif., since 1927.
- Millikan, Ben S., Union H. S., Covina, Calif.
- Miner, L. W., H. S. Huntington Beach, Calif.
- Monyer, George R., A. B. '10; A. M. '11; Prin. San Bernardino, Calif., since 1925.
- Monroe, G. Walter, Owensmouth H. S., Los Angeles, Calif.
- Moore, Charles, A. B. '20; Prin. Surprise Valley Union H. S., Cedarville, Calif., since 1928.
- Moore, Charles B., A. B. '00; M. A. '02; Prin. Franklin H. S., Los Angeles, Calif., since 1916.
- Moore, F. S., A. B. '08; M. A. '27; Prin. Union H. S., Colton, Calif., since 1927.
- Moore, Horace W., Union H. S., Banning, Calif.
- Moore, J. A., Union H. S., Lemoore, Calif.
- Morgan, George G., B. S. '27; Prin. Sentous Evening H. S., Los Angeles, Calif., since 1925.
- Morris, C. S., A. B. '08; A. M. '09; Prin. Jr. Col. Modesto, Calif., since 1921.
- Mortensen, G. E., Prescott Jr. H. S., Oakland, Calif.
- Moyer, R. O., Amador Valley Joint Union H. S., Pleasanton, Calif.
- Moyse, George A., 322 E. Harvard St., Glendale, Calif.
- Muller, Edgar E., Lakeview Junior H. S., Oakland, Calif.
- Munson, W. B., A. B. '97; M. A. '21; Asst. Supt. of Sch. Fresno, Calif., since 1928.
- Napier, J. H., Jr.-Sr. H. S., Emeryville, Calif.
- Nash, E. G., Liberty Union H. S., Brentwood, Calif.
- Neighbor, Jacob L., Union H. S., Hanford, Calif.
- Nelson, H. G., Julia C. Lathrop Jr. H. S., Santa Ana, Calif.
- Nelson, T. L., Union H. S., Yuba City, Calif.
- Nichols, Leroy, Union H. S., Turlock, Calif.
- Nichols, Roy T., Ph. B. '04; Prin. Golden Gate Jr. H. S., Oakland, Calif., since 1926.
- Nichols, Walter H., B. S. '91; A. M. '01; Prin. Union H. S., Palto Alto, Calif., since 1915.
- Nihart C. E., Franklin Evening H. S., Los Angeles, Calif.
- Nourse, J. P., Galileo H. S., San Francisco, Calif.
- O'Brien, Nell, A. B. '10; Prin. Woodrow Wilson H. S., San Jose, Calif., since 1925.
- Ockerman, C. C., M. A. '11; Prin. Jefferson Jr. H. S., Long Beach, Calif., since 1921.
- Oertel, E. E., Orestimba Union H. S., Newman, Calif.
- Oliver, E. W., B. L. '00; Prin. H. S., Los Angeles, Calif., since 1925.
- Olney, A. C., Marin Union H. S., Kentfield, Calif.
- Olsen, H. R., Union H. S., Hilmar, Calif.
- Osborn, J. O., B. L. '01; Prin. Shasta Union H. S., Redding, Calif., since 1911.
- Otto, F. F., Union H. S., Downey, Calif.
- Otto, W. A., H. S., Fresno, Calif.
- Painter, B. H., H. S., Petaluma, Calif.
- Painter, B. W., Sutter Jr. H. S., Sacramento, Calif.
- Patterson, Ellis E., Lockwood H. S., King City, Calif.
- Palmer, R. J., Tamalpais Union H. S., Mill Valley, Calif.
- Parker, W. W., H. S., Carpinteria, Calif.
- Paul, A. G., Polytechnic H. S., Riverside, Calif.
- Paxton, L. S., Union H. S., Barstow, Calif.
- Peaseley, Helen V., A. B. '01, Stanford Univ.; Prin. Manual Arts Evening H. S., Los Angeles, Calif., since 1924.
- Peckham, Mildred E., Union H. S., Coal- inga, Calif.
- Pence, G. H., H. S., Colusa, Calif.
- Perrott, C. F., B. A. '23; M. A. '23, Prin. Union H. S., Ceres, Calif., since 1924.
- Perry, M. W., Union H. S., Escondido, Calif.
- Peterson, G. H., Washington Jr. H. S., Pasadena, Calif.
- Petray, H. C., Woodrow Wilson H. S., Oakland, Calif.
- Phelps, R. S., Riverview Union H. S., Antioch, Calif.
- Pierce, Juliette, Ph. B. '03; Prin. H. S., San Pedro, Calif., since 1927.
- Plummer, Louis E., B. S. '09; Prin. Union H. S., Fullerton, Calif., since 1918.
- Polski, J. L., Nordhoff, Union H. S., Ojai, Calif.
- Porter, Roy, Richard Henry Dana Jr. H. S., Los Angeles, Calif.
- Potter, J. E., Union H. S., Fallbrook, Calif.

- Potter (Mrs.), Nellie I., James Foshay Jr. H. S., Los Angeles, Calif.
- Potts, W. L., Edison Tech. H. S., Fresno, Calif.
- Powell, Fred M., Union H. S., Victorville, Calif.
- Preston, James T., Burbank Jr. H. S., Berkeley, Calif.
- Price, Jackson, Union H. S., Anderson, Calif.
- Prince, C. R., A. B. '12; Supt. Union H. S., Calipatria, Calif., since 1919.
- Proctor W. M., A. B. '01, Whitman Col.; A. M. '16, Ph. D. '19, Stanford Univ.; Prof. of Ed. Stanford Univ., Calif., since 1917.
- Pugh, C. E., Univ. of Calif. Berkeley, Calif.
- Quick, Cyrus, Del Norte Co. H. S., Crescent City, Calif.
- Raitt, J. A., A. B. '15; M. S. '15; Dist. Supt. Union H. S., Paso Robles, Calif., since 1923.
- Ramsdell, F. S., Union H. S., Pittsburg, Calif.
- Randall, W. T., Bonita Union H. S., La Verne, Calif.
- Rathbone, A. J., B. S. '12; Prin. Fall River Joint Union H. S., McArthur, Calif., since 1928.
- Ratzell, J. P., Union H. S., Calistoga, Calif.
- Reed, B. W., A. B. '13; Prin. Hollenbeck Jr. H. S., Los Angeles, Calif., since 1914.
- Reed, R. E., M. A. '26; Prin. Anderson Valley Union H. S., Booneville, Calif., since 1926.
- Reeves, C. L., A. B. '20; M. A. '28; Prin. H. S., Bell, Calif., since 1925.
- Reinhard, C. J., Horace Mann Jr. H. S., Los Angeles, Calif.
- Reinhart, E. C., H. S., Fort Jones, Siskiyou Co., Calif.
- Reinhart, J. C., Central Jr. H. S., Los Angeles, Calif.
- Reiterman, Carl, H. S., Needles, Calif.
- Reynolds, H. P., H. S., Pomona, Calif.
- Rhodes, T. H., Francisco Jr. H. S., San Francisco, Calif.
- Ricciardi, Nickolas, Div. of City Sec. Sch., Sacramento, Calif.
- Rice, G. A., University H. S., Oakland, Calif.
- Richer, W. L., Ph. B. '96 Otterbein Univ.; Ph. B. Univ. of Chicago, '98; Prin. John C. Fremont H. S., Los Angeles, Calif., since 1924.
- Robinson, G. H., Memorial Jr. H. S., San Diego, Calif.
- Rode, H., Union H. S., Etna Mills, Calif.
- Roesman, T. J., Union H. S., Gridley, Calif.
- Rogers, L. B., Prof. of Ed., B. S. '99; A. M. '07; Ph. D. '15; Univ. of Southern California, Los Angeles, Calif., since 1919.
- Rohrer, V. A., A. B. '07 Ohio Wes Univ.; Prin. Union H. S., Fowler, Calif., since 1923.
- Romaine, Bertha, Mt. Diablo Union H. S., Concord, Calif.
- Roney, Guy J., H. S., South San Francisco, Calif.
- Ross, P. W., A. B. '92; B. S. '85; Prin. Point Loma H. S., San Diego, Calif., since 1925.
- Rowell, M. H., Antelope Valley Union H. S., Lancaster, Calif.
- Rushforth, R. N., Evening H. S., Berkeley, Calif.
- Rutherford, W., A. B. '17; B. S. '19, M. A. '21; Prin. Union H. S., Galt, Calif., since 1926.
- Sandifur, C. W., M. A. '09; Prin. H. S., North Hollywood, Calif., since 1926.
- Sauber, H. H., Sierra Valley Union H. S., Layton, Calif.
- Saunders, George, Joint Union H. S., Winters, Calif.
- Schnabel, H. L., Joint Union H. S., Tamales, Calif.
- Schrepel, C. B., Union H. S., Mountain Empire, Calif.
- Scott, G. W., Palo Verde Valley Union H. S., Blythe, Calif.
- Scott, W. M., B. L. '10 Univ. of Calif.; Prin. H. S., Livingston, Calif., since 1924.
- Selzer, F. I., Union H. S., Cloverdale, Calif.
- Shallenberger, F. C., Roosevelt Jr. H. S., Richmond, Calif.
- Shull, Arthur L., Union H. S., Corning, Calif.
- Simonds (Mrs.), C. A., John Swett Jr. H. S., San Francisco, Calif.
- Simpson, Roy, Emerson Jr. H. S., Pomona, Calif.
- Singer, Martin, H. S., Greenville, Plumas Co., Calif.
- Smith, A. H., Union H. S., Orange, Calif.
- Smith, R. D., Union H. S., Sutter Creek, Calif.
- Smith, C. A., Summerville Union H. S., Tuolumne, Calif.
- Smith, Harry, H. S., Bieber, Lassen Co., Calif.
- Smith, Lewis Wilbur, Supt. Sch., Berkeley, Calif.
- Smith, R. A., Surprise Valley Union H. S., Cedarville, Calif.
- Smith, W. M., Union H. S., Exeter, Calif.
- Snyder, William H., A. M. '88; D. Sc. '08; Prin. Hollywood H. S., Los Angeles, Calif., since 1908.
- Southwick, Grace R., Evening H. S., Santa Barbara, Calif.
- Spies, Adolph, H. S., Livermore, Calif.
- Spies, H., H. S., Yreka, Calif.
- Spindt, H. A., A. B. '16; M. A. '19; Prin. Kern Co. Union H. S., Bakersfield, Calif., since 1922.
- Spriggs, J. L., Union H. S., Williams, Calif.
- Spring, G. W., A. B. '15; M. A. '27; Prin. H. S., Santa Rosa, Calif., since 1923.
- Stauffacher, H. W., A. B. '14; M. A. '26; Prin. John Dewey Jr. H. S., Long Beach, Calif., since 1926.
- Stephens, Ross, Modoc Union H. S., Alturas, Calif.
- Steyer, G. N., Joint Union H. S., Riverdale, Calif.
- Stockton, K. L., Union H. S., Huntington Park, Calif.
- Stoddard, E. W., Union H. S., Vacaville, Calif.
- Stone, S. I., Franklyn, Jr. H. S., Long Beach, Calif.
- Stouffer, D. A., Excelsior Union H. S., Norwalk, Calif.
- Struthers, Alice B., Thomas Starr King Jr. H. S., Los Angeles, Calif.
- Stuart, R. R., Technical Evening H. S., Oakland, Calif.
- Sutton, F. H., Technical H. S., Fresno, Calif.
- Sutton, J. R., Jr. H. S., San Leandro, Calif.
- Switzer, L. R., H. S., Dunsmuir, Calif.
- Talbot, E. O., H. S., Los Molinos, Calif.
- Taylor, F. P., A. B. '97; Prin. Central Jr. H. S., Riverside, Calif., since 1915.

- Taylor, M. C., Union H. S., Madera, Calif.
 Templeton, J. C., Union H. S., Hughson, Calif.
 Tenney, W. A., McClymonds H. S., Oakland, Calif.
 Thompson, Earl, H. S., Claremont, Calif.
 Thompson, George C., H. S. Alameda, Calif.
 Thompson, O. S., Union H. S., Compton, Calif.
 Thompson, R. A., A. B., '05; Prin. John Burroughs Jr. H. S., Los Angeles, Calif., since 1924.
 Thompson, J. W., H. S., San Luis Obispo, Calif.
 Toms, Homer S., Evening H. S., Stockton, Calif.
 Touton, Frank C. Ph. B. '01 Lawrence Col.; A. M. '17 Columbia Univ., Ph. D. '19 Columbia Univ.; Prof. of Education and Director of Educational Research and Service. Univ. of So. Calif. Los Angeles, Calif., since 1922.
 Townsend, C. W., Union H. S., Santa Clara, Calif.
 Tritt, W. W., Belmont H. S., Los Angeles, Calif.
 Tucker, B. X., Union H. S., Richmond, Calif.
 Underwood, J. B., B. S. '22; Prin. H. S., Grass Valley, Calif., since 1928.
 Utter, E. R., H. S., Modesto, Calif.
 Utter, J. P., Prin. Washington Jr. H. S., Vallejo, Calif., since 1922.
 Vance, C. N., Union H. S., Brawley, Calif.
 Van Cleave, R. G., Fairfax H. S., Los Angeles, Calif.
 Van Dellen, E. L., LL.B. '10 Northwestern Univ.; A. M. '14 Stanford Univ.; Dist. Supt. Union H. S., Salinas, Calif., since 1919.
 Vanderbie, C. L., Evening H. S., Los Angeles, Calif.
 Van Voris, W. T., A. B. '16; Prin. Alhambra Union H. S., Martinez, Calif., since 1924.
 Wadsworth, R. D., Beverly Hills H. S., Calif.
 Wadsworth, Leo A., Union H. S., Sutter, Calif.
 Wahrenbrock E. E., A. B., '16; Prin. Union H. S., Parlier, Calif., since 1927.
 Waibel, William, A. B. '19; Prin. H. S., Benicia, Calif., since 1927.
 Walton, C. Leroy, B. S. '12 Univ. of Calif.; Prin. Union H. S., Caruthers, Calif.
 Ward, Paul G., Union H. S., Hemet, Calif.
 Warren, C. E., Union H. S., Marysville, Calif.
 Washburn, E. E., Fremont Evening H. S., Oakland, Calif.
 Watson, Homer K., Jacob A. Riis H. S., Los Angeles, Calif.
 Watson, M. R., Evening H. S., San Fernando, Calif.
 Weersing, F. J., A. B. '15, Univ. of Minn.; M. A. '23, Tch. Col. Columbia Univ.; Ph. D. '27, Univ. of Minn.; Prof. of Ed., Univ. of So. Calif., Los Angeles, Calif., since 1927.
 Welty, Howard O., Technical H. S., Oakland, Calif.
 Weslar, W. H., John Swett Union H. S., Crockett, Calif.
 Westcott, James A., A. B. '05; Prin. Valley Union H. S., Santa Ynez, Calif., since 1919.
 Westerman, P. B., H. S., Potter Valley, Calif.
 Wheeler, Roswell S., Glenview Jr. H. S., Oakland, Calif.
 White, Clyde W., H. S. of Commerce, San Francisco, Calif.
 White, William E., Sentous Jr. H. S., Los Angeles, Calif.
 Whitely, John H., H. S., Gardena, Calif.
 Wight, Glynn D., H. S., Corona, Calif.
 Williams, F. M., B. S. '14, Univ. of Calif.; Prin. Union H. S., Lower Lake, since 1927.
 Williams, H. O., Union H. S., King City, Calif.
 Williams, L. J., B. S. '13; M. S. '17; Prin. Union H. S., Visalia, Calif., since 1928.
 Willman, E., A. B. '17, Stanford, Univ.; Prin. Union H. S., Pescadero, Calif., since 1922.
 Wilson, B. F., B. S.; M. A. '27, Stanford Univ.; Prin. Union H. S., Kelseyville, Calif., since 1927.
 Wilson, Homer C., A. B. '25; Prin. Longfellow Jr. H. S., Fresno, Calif., since 1925.
 Winn, Herman P. A. B. '16; B. S. '19; Prin. Phineas Banning Evening H. S., Wilmington, Calif., since 1928.
 Wolcott, Sarah A., Part-Time H. S., Long Beach, Calif.
 Wood, E. E., Tamalpais Union H. S., Mill Valley, Calif.
 Wood, Herbert S., H. S., Torrance, Calif.
 Wood, Lloyd K., B. S. '25; Prin. Pierce Joint Union H. S., College City, Calif., since 1928.
 Work, C. T., Central Union H. S., Fresno, Calif.
 York, Emory E., H. S., Julian, Calif.
 Young, J. A., B. S. '16; Prin. and Dist. Supt., Union H. S., Chowchilla, Calif., since 1928.
 Young, William F., Union H. S., Dixon, Calif.

COLORADO

- Akin, Wayne M., B. S. '18; M. S. '27; Supt. of Sch., Monte Vista, Colo., since 1923.
 Alexander, E. R. Hotchkiss, Colo.
 Anderson, C. Albert, A. B. '26; Supt. of Sch., Bx. 121, Ignacio, Colo., since 1927.
 Baker, H. V., Prin. of H. S., Fleming, Colo.
 Beahm, L. L., A. B. '15; Supt. Sch., Canon City, Colo.
 Borst, W. C., B. S. '96; A. M. '05; Prin. North H. S., Denver, Colo., since 1924.
 Bradley, Chas. A., U. S. Mil. Acad., '77; D. Sci., '16, Prin. Manual Training H. S., Denver, Colo., since 1893.
 Brounink, R. R., A. B., '11; Prin. Jr.-Sr. H. S., Ft. Morgan, Colo., since 1922.
 Brown, A. A., Eaton, Colo.
 Brown, Edward L., A. B. '86; A. M. '90; Litt. D. '14; Ass't Supt. of Pub. Sch., Denver, Colo., since 1924.
 Brown, Emma M., B. A. '11; M. A. '22; Prin. Skinner Jr. H. S., Denver, Colo., since 1922.
 Brown, R. R., A. B. '21; A. M. '25; Prin. Co. H. S., Montrose, Colo., since 1921.
 Brumfield, C. A., Prin. H. S., Monte Vista, Colo.
 Corfman, Albert Eugene, A. B. '19; M. A. '22; Prin. Union H. S., Brush, Colo., since 1924.
 Cory, John J., E. M. '05; A. M. '26; Prin. South H. S., Denver, Colo., since 1919.
 Davis, Albert M., Meeker, Colo.

Essert, Paul, A. B. '22; Prin. Jr. H. S., Sterling, Colo., since 1926.
 Essig, J. Fred, Olathe, Colo.
 Force, Anna Laura, Prin. Lake Jr. H. S., Denver, Colo.
 Glenn, Paul R., Prin. H. S., Fowler, Colo.
 Hall, Charles D., Grant Jr. H. S., Denver, Colo.
 Hall, C. F., Prin. H. S., Littleton, Colo.
 Hamilton, Jessie M., Pd. B. '97; A. B. '12; M. A. '26; Prin. Morey Jr. H. S., Denver, Colo., since 1921.
 Heaton, William, Ph. B. '04; Prin. Centennial H. S., Pueblo, Colo.
 Hill, Roscoe C., A. B. '04; A. M. '11; Prin. East H. S., Denver, Colo., since 1920.
 Hill, Sam R., A. B. '13; A. M. '23; Prin. Grant Jr. H. S., Denver, Colo., since 1925.
 Hinds, Marian, Jr. H. S., Grand Junction, Colo.
 Hook, George E., A. B. '13; A. M. '25; Prin. Smiley Jr. H. S., Denver, Colo., since 1928.
 Howard, Lester R., 723 N. Weber, Colorado Springs, Colo.
 Jans, Fred C., Prin. H. S., Crook, Colo.
 Kenner, Harry V., A. B. '90; A. M. '97; Sc. D. '17; Prin. West H. S., Denver, Colo., since 1919.
 Knowles, Robert R., B. S. '09; Prin. Industrial Arts H. S., Sterling, Colo., since 1921.
 Leake, J. D., Littleton, Colo.
 Lindsey, A. J., Arvada, Colo.
 McGinnis (Mrs.), H. L., Buena Vista, Colo.
 MacLaughlin, G. P., A. B. '19; Galeton, Colo.
 McLaughlin, G. B., Yampa, Colo.
 McMichael, Earl L., B. S. '23; Prin. H. S., Fort Lupton, Colo., since 1923.
 Merrill, Louise A., Pd. B. '94; A. B. '18; Prin. Byers Jr. H. S., Denver, Colo., since 1921.
 Mertz, R. B., B. S.; B. Pd. '16; Prin. H. S., Trinidad, Colo., since 1921.
 Moorehead, M. R., Prin. H. S., Glenwood Springs, Colo.
 Morris, Mary E., Baker Jr. H. S., Denver, Colo.
 Morrow, R. R., A. B. '14; Prin. H. S., Florence, Colo., since 1919.
 Peck, Homer N., Supt. Pub. Sch., Stratton, Colo.
 Philips, H. S., A. B. '84; Prin. Gove Jr. H. S., Denver, Colo., since 1920.
 Pierce, J. F., Delta, Colo.
 Pitts, Lemuel, A. B. '06; A. M. '28; Prin. Dist. 20 H. S., Pueblo, Colo., since 1925.
 Roe, William S., A. B. '05; A. M. '15; Prin. H. S., Colorado Springs, Colo., since 1920.
 Rogers, V. M., A. B. '21; M. A. '24; Prin. H. S., Gunnison, Colo., since 1926.
 SeEVERS, Adalyn L., A. B. '96; A. M. '99; Vice-Prin. Jr.-Sr. H. S., Fort Morgan, Colo., since 1922.
 Shellenberger, James K., Brighton, Colo.
 Smith, Alwyn C., B. S. '94; M. S. '01; E. M. '05; M. A. '26; Prin. Carlos M. Cole Jr. H. S., Denver, Colo., since 1925.
 Stewart, C. E., A. B. '20; A. M. '22; Supt. Washington County H. S. System, Akron, Colo., since 1910.
 Tatum, W. S., Prin. H. S., Rocky Ford, Colo.
 Thomson, L. W., A. B. '22; M. A. '23; Prin. H. S., Leadville, Colo., since 1927.

Tozer, George E., A. B. '14; Prin. H. S., Windsor, Colo., since 1918.
 Ware, Charles M., B. A. '15; M. A. '24; Prin. State Preparatory School, Boulder, Colo., since 1924.
 Watson, Olive, H. S., Canon City, Colo.
 Wonders, W. J., B. S. '22; B. E. '22; Supt. Consolidated Sch., Crowley, Colo., since 1922.
 Wright, Raymond O., Bx. 94, Mesita, Colo.
 Wrinkle, William L., Colo. St. Tch. Col. H. S., Greeley, Colo.
 Wubben, Horace, J., A. B. '17; Supt. of Sch., Paonia, Colo., since 1926.
 Yost, John W., A. B. '03; A. M. '12; Prin. H. S., Walsenburg, Colo., since 1926.

CONNECTICUT

Barnes, Percival S., B. S. '17; A. M. '18; Supt. of Pub. Sch.; East Hartford, Conn., since 1919.
 Bennett, Mary B., Saltonstall Sch., Boston Post Road, Station 7, Waterford, Conn.
 Cook, William R., B. A. '11; M. A. '25; Prin. H. S. Bx. 85, Watertown, Conn.
 Cottle, Henry E., Prin. H. S., Bristol, Conn.
 Diefenbach, Carl M., A. B. '19; M. A. '26; Prin. Jefferson Jr. H. S., Meriden, Conn., since 1927.
 Earley, Robert H., A. B. '17; Prin. Lyman Hall H. S., Wallingford, Conn., since 1918.
 Edell, Alberta C., Prin. St. Margaret's School, Waterbury, Conn.
 Ewart, Joseph A., Supt. of Sch., Stamford, Conn.
 Feingold, Gustav A., B. S. '11; M. A. '12; Ph. D. '14, Harvard Univ.; Prin. Bulkeley H. S., Hartford, Mass., since 1926.
 Gorham, Frederic S., 8 Union St., Milford, Conn.
 Harriman, R. W., A. B. '10; Prin. William Hall H. S., West Hartford, Conn., since 1919.
 Hitchcock, Frederick St. J., Supervising Prin. Chapman Technical H. S., New London, Conn., since 1906.
 Holden, William C., M. E. '97; Prin. Weaver H. S., Hartford, Conn., since 1923.
 Hood, Walter D., B. A. '94; Prin. The Gilbert School, Winsted, Conn., since 1908.
 Howe, P. M., Prin. H. S., Rockville, Conn.
 Hunt, Merle F., A. B. '15; Prin. H. S., Darien, Conn., since 1926.
 Hyde, Clement C., A. B. '92; L. H. D. '12; A. M. '24; Prin. Pub. H. S., Hartford, Conn., since 1911.
 Jakob, Philip A., Ph. B. '13, Yale Univ.; M. A. '22, Tch. Col., Columbia, Univ.; Prin. Sr. H. S., South Norwalk, Conn., since 1923.
 Job, George Curtis, Newtown, Conn.
 Martin, Wm. H., Troup Jr. H. S., New Haven, Conn.
 Mayo, Frank W., B. S. '17, Mass. Agric. Col.; Ed. M. '28, Boston Univ.; Prin. H. S., Shelton, Conn., since 1922.
 Morgan, Hugh C., A. B. '15; A. M. '20; Lincoln Jr. H. S., Meriden, Conn., since 1927.
 Moulton, O. J., 249 Main St., Wethersfield, Conn.
 Phelan, Martin G., A. B. '18; A. M. '28; Prin. Lewis H. S., Southington, Conn., since 1927.
 Quimby, Clarence P., A. B. '10; Bates Col.; Ed. M. '27, Harvard Univ.; Prin. H. S., South Manchester, Conn., since 1923.

Robinson, Edwin L., A. B. '96; A. M. '07; Prin. H. S., Putnam, Conn., since 1924.
 Shearer, Fred W., A. B. '03; Prin. H. S., Middletown, Conn., since 1920.
 Slade, Louis Palmer, A. B. '93, Williams Col.; A. M. '97, Harvard Univ.; Prin. Sr. H. S., New Britain, Conn., since 1913.
 Spencer, Walter Bunce, B. A. '04, Yale Univ.; Prin. Commercial H. S., New Haven, Conn., since 1920.
 Stevens, John J., Prin., Ansonia, Conn.
 Swaffield, Harold A., Ph. B. '10; A. M. '11; Prin. Roger Ludlowe H. S., Fairfield, Conn., since 1927.
 Warren, Ernest R., B. A. '10; M. A. '11; Prin. Killingly H. S., Danielson, Conn., since 1915.
 Warren, Worcester, A. B. '12; A. M. '21; Asst. Supt. Pub. Schl., Bridgeport, Conn., since 1924.
 Wessels, Harry, M. A. '17; M. S. '24; Prin. Nathan Hale Jr. H. S., New Britain, Conn., since 1924.
 Williams, Alton T., Ludlow Jr. H. S., East Norwalk, Conn.

DELAWARE

Bolin, A. Judson, B. A. '99; Prin. Milton, Del., since 1924.
 Brinser, Ira S., A. B. '20, Franklin and Marshall Col.; Ed. M. '21, Harvard Univ.; Supt. of Sch., Newark, Del., since 1926.
 Stahl, H. E., Claymont, Del.
 Wagner, M. Channing, A. B. '13; M. A. '23; Prin. H. S., Wilmington, Del. since 1923.
 Yerger, W. K., A. B. '13, Ursinus Col.; A. M. '15, Univ. of Pa.; Prin. Alexis I. duPont Sch., Kennett Pike, Wilmington, Del.

FLORIDA

Bennett, Ulric J., Fort Lauderdale, Fla.
 Berger, Frank A., B. S.; Prin. Seabreeze H. S., Daytona Beach, Fla.
 Carothers, Milton W., A. B. '19, Univ. of Ala.; A. M. '27, Techs. Col., Columbia Univ.; Prin. Plant H. S., Tampa, Fla., since 1927.
 Compton, J. W., B. S. '24; M. A. '28; Prin. Memorial Jr. H. S., Tampa, Fla., since 1925.
 England, Annie D., Lee H. S., Jacksonville, Fla.
 Hinson, M. R., A. B. '24; Univ. of Fla.; M. A. '25, Peabody Col.; State Supt. of H. S., Capitol Bldg., Tallahassee, Fla.
 Long, C. S., Jr., 809 W. Belmont St., Pensacola, Fla.
 Peck, Maude W., Bay Lake, Marian Co., Fla.
 Phillips, C. M., Prin. Dissten Jr. H. S., St. Petersburg, Fla.
 Robinson, Ernest L., A. B. '94, Yale Univ.; A. M. '01, Yale Univ.; Dir. Jr.-Sr. H. S., Hillsborough Co., Tampa, Fla., since 1925.
 Roemer, Joseph, Ph. D. '19; Professor of Sec. Ed., Univ. of Fla., Gainesville, Fla., since 1920.
 Sealey, R. M., Dept. of Pub. Inst., Tallahassee, Fla.
 Smith, B. O., Prin. Leon. H. S., Tallahassee, Fla., since 1927.
 Wheatley, John S., 2783 Selma St., Jacksonville, Fla.
 Workman, J. H., A. B. '02; Sup. Prin. Pub. Sch., Pensacola, Fla., since 1920.

GEORGIA

Anderson, Paul R., 280 College St., Macon, Ga.
 Garrett, T. H., Prin. Tubman H. S., Augusta, Ga., since 1903.
 Hale, Charles M. A. B. '03; Prin. H. S. Ex. 456, Americus, Ga., since 1916.
 Mell, E. B., H. S., Athens, Ga.
 Morton, Frank Everett, B. S. '95; A. B. '96; M. A. '00; Ph. D. '15; Hallonville H. S., Williamson, Ga.
 Muse, Jessie, Prin. Girls H. S., Atlanta, Ga. since 1912.
 Patterson, W. M., A. B. '15; Supt. of Sch., Chickamauga, Ga., since 1924.

IDAHO

Barrus, B. H., B. S. '25; Prin. H. S., Rockland, Idaho.
 Berry, Grace A., B. A. '13; Prin. Jr. H. S., Lewiston, Idaho, since 1922.
 Booth, John Martin, Prin. H. S., Sandpoint, Idaho, since 1925.
 Fitzgerald, Clarence R., B. S., '23; M. A. '26; Prin. H. S., Bonners Ferry, Idaho, since 1926.
 Gartin, W. W., B. A. '23; Prin. H. S., Emmett, Idaho, since 1926.
 Hall, Suma, Pd., B. A. '18; Prin. H. S., St. Maries, Idaho, since 1922.
 Holloway, D. H., B. S. '16; A. M. '17; Prin. H. S., Boise, Idaho, since 1923.
 McLaughlin, M. W., Supt. Rural H. S., Bruneau, Idaho.
 Rice, N. J., A. B. '08; M. A. '19; Prin. Intermediate Institute, Weiser, Idaho, since 1926.
 Smith, Earl A., B. S. '25; Prin. Rural H. S., Eden, Idaho, since 1925.
 Winters, A. J., A. B. '25; Prin. H. S., Montpelier, Idaho, since 1925.
 Woodard, J. A., H. S., Bozeman, Idaho.

ILLINOIS

Abells, Harry D., S. B. '97; Supt. Morgan Park Mil. Acad., Chicago, Illinois, since 1914.
 Adams, Harry L., Scotland, Ill.
 Agatha, Sister St., Providence H. S., Ill.
 Alexander, J. A., A. B. '16; A. M. '19; Supt. Community H. S., Windsor, Ill., since 1920.
 Allen, Charles M., B. S. '23; Prin. Twp. H. S., Neoga, Ill., since 1924.
 Allison, Carl W., Prin. H. S., Champaign, Ill.
 Allison, R. Y., A. B. '12; Prin. H. S., Kankakee, Ill., since 1923.
 Alsups, J. E., Supt. Sch., Hull, Ill.
 Ambrose, C. E., Prin. H. S., Oblong, Ill.
 Anderson, C. Corrine, A. M. '27; Prin. Community H. S., Argo, Ill., since 1920.
 Anderson, H. D., LL. B. '22; B. Ed. '25; Prin. Com. H. S., Gilman, Ill., since 1926.
 Arnold, Henry J., A. B. '23; A. M. '28; Prin. H. S., Altamont, Ill., since 1927.
 Ashley, Rebecca S., Roycemore, Evanston, Ill.
 Ausmus, Neil, B. S. '22; Prin. Community H. S., Dallas City, Ill., since 1925.
 Austin, E. T., B. S. '95; Prin. Twp. H. S., Sterling, Ill., since 1902.
 Bacon, Francis L., A. B. '12; A. M. '15; Prin. Twp. H. S., Evanston, Ill., since 1928.

- Baer, Wm. C., A. B. '11; A. M. '26; Prin. H. S., Danville, Ill., since 1916.
- Baker, S. E., Franklin Park, Ill.
- Bare, Thurman H., Hurst, Ill.
- Barker, E. Leo, Prin. H. S., Campbell, Ill.
- Barney (Mrs.), Ruth J., Prin. H. S., Geneva, Ill.
- Barton, H. C., Pawpaw, Ill.
- Barts, Charles H., Freeburg, Ill.
- Baughman, William Leavell, B. S. '12, Univ. of Mo.; A. M. '27, Wash. Univ.; Prin. Jr. H. S., East St. Louis, Ill., since 1928.
- Beals, R. G., A. B. '07; A. M. '09; Supt. Twp. H. S., DeKalb, Ill., since 1922.
- Beebe, Grant, M. E. '88; Prin. Lane Technical H. S., since 1924.
- Beebe, R. E., A. B. '13; A. M. '16; Supt. H. S., Naperville, Ill.
- Beers, George A., Prin. John Marshall H. S., Chicago, Ill.
- Bell, F. A., Prin. H. S., Alexis, Ill.
- Bench, Stella L., Prin. H. S., Galena, Ill.
- Benson (Mrs.), Leone H., Harvey, Ill.
- Biester, Fred L., A. B. '14; Prin. Glenbard Twp. H. S., Glen Ellyn, Ill., since 1918.
- Bilderback, C. S., Augusta, Ill.
- Billing, A. G., B. S. in Ed., '23; Prin. Community H. S., Cornell, Ill., since 1923.
- Binnion, Forrest W., Farmer City, Ill.
- Bishop, S. D., Asst. Prin., West Chicago, Ill.
- Bittinger, Captain Lyle M., Onarga, Ill.
- Black, Ward N., A. B. '12; Supt. Sch., Georgetown, Ill., since 1921.
- Blanche, Sister M., St. Xavier's Acad., Ottawa, Ill.
- Blue, H. J., A. B., '03; Supt. of Sch., Carlinville, Ill., since 1918.
- Blue, James E., Prin. Sr. H. S., Rockford, Ill., since 1928.
- Boone, A. R., Prin. H. S., Carbondale, Ill.
- Boring, B. F., Catlin, Ill.
- Bourn, L. S., Prin. H. S., Harvard, Ill.
- Bouton, J. R., Willow Hill, Ill.
- Bowden, B. R., Ph. B. '17; Ph. M. '17; Supt. of Sch., Morris, Ill., since 1926.
- Bowers, W. W., New Boston, Ill.
- Boyd, D. L., Carmi, Ill.
- Boyer, E. L., Prin. Bloom Twp. H. S., Chicago Heights, Ill., since 1919.
- Brandt, Ellis L., A. B. '28; Prin. H. S., Calhoun, Ill., since 1928.
- Brashears, James F., A. B. '25; Prin. H. S., Pleasant Plains, Ill., since 1925.
- Bratten, Arno, Marion, Ill.
- Brewer, C. L., Prin. H. S., Farmington, Ill.
- Brewer, J. H., A. B. '03; Prin. Central H. S., Peoria, Ill., since 1928.
- Briggs, J. O., Foosland, Ill.
- Bright, Harold, Prin. H. S., Martinsville, Ill.
- Bright, Leslie Orville, A. B. '15; A. M. '25; Prin. Twp. H. S., Antioch, Ill., since 1920.
- Brothers, C. A., A. B. '11, Lake Forest Univ.; A. M. '24, Tchrs. Col., Columbia Univ.; Supt. of Sch., Dwight, Ill., since 1911.
- Brown, Maj. Alfred O., Sec. Public School Pub. Co., Bloomington, Ill., since 1912.
- Brown, Geo. A., C. E. '81, Univ. of Mich.; President Public School Pub. Co., Bloomington, Ill., since 1910.
- Brown, J. W., B. Ed. '24; Prin. H. S., Cherry Valley, Ill., since 1928.
- Brown, Robert B., Prin. Twp. H. S., Sullivan, Ill.
- Brown, Victor I., A. B. '19; A. M. '24; Prin. Twp. H. S., Arlington Heights, Ill., since 1923.
- Brown, Wesley L., M. A. '23, Dir. of Ref. and Res., New Trier H. S., Winnetka, Ill., since 1923.
- Browne (Mrs.), Alice F., Plainfield, Ill.
- Bruce, M. E., Jr. H. S., East St. Louis, Ill.
- Brummett, Ray D., B. S. '24; Prin. H. S., Pana, Ill., since 1928.
- Buck, B. F., A. B. '93; Asst. Supt. of Sch., Chicago, Ill., since 1928.
- Buck, Howard L., B. S. '13; M. A. '16; Prin. Central V. M. C. A. Eve. H. S., Chicago, Ill., since 1925.
- Buford, J. Lester, Prin. H. S., Galatea, Ill.
- Butler, L. M., Putnam, Ill.
- Butts, Louis Andrew, B. S. '16; Prin. Jr. H. S., Belleville, Ill., since 1926.
- Byerly, C. C., A. B. '18; Supt. of Sch., West Chicago, Ill., since 1923.
- Cain, G. Earl, Loami, Ill.
- Caldwell, Arvel G., A. B. '19; Prin. Twp. H. S., Murphysboro, Ill., since 1927.
- Callihan, Emma C., B. S. '20; B. A. '22; Prin. H. S., Hamilton, Ill., since 1927.
- Campbell, C. M., Prin. H. S., Westfield, Ill.
- Cannon, L. C., Shelbyville, Ill.
- Carmichael, H. F., A. B. '17; Prin. Roosevelt Jr. H. S., Decatur, Ill.
- Chappellier, Claude S., Dean, Ill. College, Jacksonville, Ill.
- Chism, Leslie J., Supt. Sch., Olive Branch, Ill., since 1926.
- Christison, Cecile, A. B. '26; Supt. Sch., Alsey, Ill., since 1928.
- Church, Harry Victor, Ph. B. '94; Supt. J. Sterling Morton Schs., Cicero, Ill., since 1899.
- Claus, H. P., Prin. H. S., Valier, Ill.
- Clement, J. A., Univ. of Ill., Urbana, Ill.
- Clerk, Frederick E., Ph. B. '03; M. A. '26; Ph. D. '28, Northwestern Univ.; Supt. New Trier Twp. H. S., Winnetka, Ill., since 1923.
- Clinebell, George L., H. S., Danvers, Ill.
- Close, G. F., Woodhull, Ill.
- Cobb, T. H., Mt. Carmel, Ill.
- Coe, Wilfred C., Prin. H. S., Armington, Ill.
- Combs, C. O., Stillman Valley, Ill.
- Connor, J. Hal, Prin. H. S., Chandlerlerville, Ill.
- Cook, A. F., A. B. 10; Supt. of Sch., Hinsdale, Ill., since 1919.
- Coolidge, Walter Francis, A. B. '99; A. M. '01; A. M. '14; Prin. H. S., Granite City, Ill., since 1913.
- Corbell, Oscar M., B. A. '12, Univ. of Ark.; L. L. B. '15, Cumberland Univ.; M. A. '28, Univ. of Okla.; Prin. Twp. H. S., Centralia, Ill., since 1928.
- Cordell, R. V., Canton, Ill.
- Corona, Rev. Sister Mary, 4928 Cottage Grove Ave., Chicago, Ill.
- Coultrap, H. M., A. B. '08; A. M. '14; Supt. of Sch., Geneva, Ill., since 1912.
- Courtney, George F., Supt. of Sch., Atkinson, Ill.
- Courtright, Brooks, Prin. H. S., Cissna Park, Ill.
- Cox, N. W., B. S. '22; Prin. H. S., Fairmount, Ill., since 1922.
- Creel, R. E., Rutland, Ill.
- Cross, Carl M., Waynesville, Ill.
- Cross, Charles H., Asst. Prin. H. S., Freeport, Ill.
- Cross, George A., Maroa, Ill.

- Dady, Margaret M., Asst. Prin. H. S., Waukegan, Ill.
 Dale, Rex W., A. B. '17; Prin. Harter-Stanford Twp. H. S., Flora, Ill., since 1920.
 Darnall, James D., A. B. '16; M. A. '17; Prin. Twp. H. S., Geneseo, Ill., since 1919.
 Davies, W. L., Waverly, Ill.
 Davis, C. R., Auburn, Ill.
 Dawson, L. O., Ph. B. '20; M. A. '28; Supt. Pub. Sch., Stronghurst, Ill., since 1922.
 Deam, Thomas M., A. M. '15; Asst. Supt. Twp. H. S., Joliet, Ill., since 1926.
 Dean, H. A., Supt. of Sch., Crystal Lake, Ill.
 Deem, E. M., Opdyke, Ill.
 DeLand, Glenn A., Hopedale, Ill.
 Demaree, Glenn A. B. '17; Supt. Twp. H. S., Potomac, Ill., since 1925.
 Dittmer, Oscar L., B. Ed. '25; Prin. H. S., Mount Sterling, Ill., since 1927.
 Dobbins, Thomas W., Prin. H. S., Mackinaw, Ill.
 Downing, E. E., Elmwood, Ill.
 Duffin, R. M., Danville, Ill.
 Echols, Silas, B. A. '05; Prin. Twp. H. S., Mt. Vernon, Ill., since 1915.
 Eichen, Adolph, Prin. H. S., Golden, Ill.
 Espey, Frank S., Prin. H. S., Colfax, Ill.
 Ethelbert, Sister Mary, Sisters of Notre Dame, Tentopolis, Ill.
 Evans, A. R., Supt., Pub. Sch., Peotone, Ill., since 1924.
 Evans, Albert W., S. B. '08; S. M. '08; Prin. Tilden Technical H. S., Chicago, Ill., since 1926.
 Evans, C. W., Asst. Supt. Sch., Decatur, Ill.
 Evans, Naomi A., H. S., Wellington, Ill.
 Everland, H. E., Wellington, Ill.
 Everitt, F. W., Prin. Twp. H. S., Biggs-ville, Ill., since 1924.
 Ewing, D. M., B. S. '22; Prin. Community H. S., Crystal Lake, Ill., since 1922.
 Fager, D. B., Blandinville, Ill.
 Faulkner, Elizabeth, A. B. '85; Prin. Faulkner School for Girls, Chicago, Ill., since 1909.
 Featherly, William G., Prin. H. S., Alma, Ill.
 Fenton, F. C., A. B. '17; Supt. Sch., Bensenville, Ill., since 1921.
 Fisher, George Karl, B. S. '15; Prin. Twp. H. S., Pontiac, Ill., since 1927.
 Fisk, Franklin P., A. B. '78; Prin. Tuley H. S., Chicago, Ill., since 1889.
 Flanigan, M. L., A. B. '04; A. M. '14, Univ. of Ill.; Supt. Sch., Urbana, Ill., since 1925.
 Flom, L. O., Aledo, Ill.
 Foulkes, Thomas R., Asst. Prin. H. S., Des Plaines, Ill.
 Frame, Byron, B. S. '14; Prin. John Greer H. S., Hoopston, Ill., since 1918.
 Fristoe, Wallace H., Prin. H. S., Marine, Ill.
 Fulkerson, Elbert, Cartersville, Ill.
 Fulwider, L. A., A. B. '95; A. M. '05; Prin. H. S., Freeport, Ill., since 1904.
 Gaffney, James T., 3436 Wilson Ave., Chicago, Ill.
 Gamertsfelder, Judson, Naperville, Ill.
 Ganzer, F. R., Colfax, Ill.
 Garret, R. E., Ph. B. '23; Supt. of Sch., Belvidere, Ill., since 1923.
 Garvey, Neil F., B. S. '24; Springfield, Ill.
 Geddes, R. R., A. B. '26; Prin. Twp. H. S., Marshall, Ill., since 1927.
 Gilmer, James A., Prin. H. S., Ava, Ill.
 Girhard, George M., Hillsboro, Ill.
 Girhard, H. R., Supt. Com. H. S., Greenfield, Ill.
 Glaesser, J. H., B. Ed. '25; Supt. Sch., Trenton, Ill., since 1920.
 Goble, W. L., S. B. '01; Prin. H. S., Elgin, Ill., since 1905.
 Goldsmith, A. F., Hindsboro, Ill.
 Goodier, W. A., A. B. '08; Prin. H. S., Bloomington, Ill., since 1918.
 Gordley, Velmar D., Blandinsville, Ill.
 Gorcham, W. J., A. B. '24; Prin. H. S., Sidell, Ill., since 1927.
 Gorman, V. M., Supt. Sch., Indianola, Ill., since 1917.
 Graham, Ray, A. B. '20; Prin. Community H. S., Viola, Ill., since 1921.
 Graham, V. Blanche, B. S. '94; Prin. H. S., Naperville, Ill., since 1910.
 Green, W. H., Humboldt, Ill.
 Gross, Lena, Atwood, Ill.
 Grove, P. F., A. B. '13; A. M. '23; Prin. Community H. S., Mt. Carroll, Ill., since 1922.
 Guhl, A. M., Rochelle, Ill.
 Guin, Russell L., B. A. '17; M. A. '28; Prin. Twp. H. S., Westville, Ill., since 1924.
 Hafemann, W. F., B. S. '16; Prin. H. S., Savanna, Ill., since 1919.
 Haggard, W. W., A. B. '17; M. A. '27; Supt. H. S., Joliet, Ill., since 1928.
 Hamilton, R. H., Prin. H. S., Thompsonville, Ill.
 Handlin, W. C., Prin. H. S., Lincoln, Ill.
 Hanna, C. C., A. B. '14; Prin. Twp. H. S., Benton, Ill., since 1924.
 Hanna, John Calvin, A. B. '81; A. M. '84; State Supervisor of H. S., Springfield, Ill., since 1914.
 Handlin, W. C., Prin. H. S., Lincoln, Ill.
 Hanna, C. C., A. B. '14; Prin. Twp. H. S., Benton, Ill., since 1924.
 Hanna, John Calvin, A. B. '81; A. M. '84; State Supervisor of H. S., Springfield, Ill., since 1914.
 Hanson, Earl H., A. B. '24; Supt. Sch., Orion, Ill., since 1927.
 Hargis, Lloyd L., B. S. '24; Prin. H. S., McLean, Ill.
 Harris, William, Supt. Sch., Decatur, Ill.
 Harvey, Clifford W., Ashley, Ill.
 Haviland, L. W., Supt. of Sch., Onarga, Ill.
 Hawthorne, R. W., Prin. H. S., Omaha, Ill.
 Hayden, L. J., B. S. '25; Prin. H. S., Wyandot, Ill., since 1925.
 Heath, A. W., Maple Park, Ill.
 Hedgcock, John H., B. S. '15, Univ. of Ill.; Supt. Sch., Redmon, Ill., since 1927.
 Helfrich, Ida J., M. A. '20; B. L. '01; Prin. H. S., Carthage, Ill., since 1922.
 Henderson, Euell B., B. S. '15; Prin. H. S., Bridgeport, Ill.
 Hendrickson, Ira R., Prin. H. S., Mt. Morris, Ill.
 Henry, J. Wray, Asst. Prin. H. S., Carbondale, Ill.
 Herbert, Brother, Dir. St. Patrick Acad., Chicago, Ill.
 Hill, Thomas Crawford, A. B. '81; Prin. Christian Fenger H. S., Chicago, Ill., since 1904.
 Hill, W. H., Gridley, Ill.
 Himel, C. M., Prin. Twp. H. S., Des Plaines, Ill.
 Hobson, Cloy S., Genoa, Ill.
 Hoff, E. R., Kenney, Ill.
 Hoke, P. M., A. B. '22; Prin. Community H. S., Long Point, Ill., since 1923.
 Holmes, A. A., Bowen, Ill.
 Hoppe, E. O., DeKalb, Ill.

- Horan, Sister Mary Concepta, Mercy H. S., Chicago, Ill.
- Horn, Earl, Asst. Prin. H. S., Peotone, Ill.
- Hornback, Charles A., B. Ed. '24; Prin. Community H. S., Downs, Ill., since 1924.
- Hosford, T. C., Barrington, Ill.
- Hostetler, H. W., Supt. Twp. H. S., Olney, Ill., since 1911.
- Hostetler, Minnie P., B. S. '80; Dean of Girls, H. S., Decatur, Ill., since 1922.
- Hostettler, T. C., Prin. H. S., Minier, Ill.
- Howard, G. E., Supt. of Pub. Sch., Farina, Ill., since 1918.
- Hubbart, O. S., B. S. '05; M. A. '10; Prin. H. S., Roseville, Ill.
- Hudd, Nellie C., 4430 North Beacon St., Chicago, Ill.
- Hughes, H. D., A. B. '08; A. M. '17; Clark and Brewer Teachers' Agency, Chicago, Ill.
- Hughes, J. Monroe, A. B. 16; A. M. '22; Ph. D. '24; Assoc. Prof. of Ed., Northwestern Univ., Evanston, Ill.
- Hughes, J. W., A. B. '95; Prin. Lincoln H. S., East St. Louis, Ill., since 1914.
- Hulet, Jay Earle, A. B. '22; Prin. Twp. H. S., Nokomis, Ill., since 1928.
- Hullinger, Will, San Jose, Ill.
- Iler, Ernest, B. S. '14; M. A. '27, Univ. of Chicago; Supt. Sch., Downers Grove, Ill., since 1923.
- Jasper, E. M., Prin. H. S., Palestine, Ill.
- Jay, Herbert, Golconda, Ill.
- Jeffries, Urban B., A. B. '20, Indiana Univ.; Prin. H. S., Charleston, Ill., since 1925.
- Johnson, A. P., Supt. of Sch., Kankakee, Ill.
- Johnson, John H., B. Ed. '22; M. A. '25; Supt. Community, High and Grade Sch., Tremont, Ill.
- Johnson, Thomas C., Prin. Medill H. S., Chicago, Ill.
- Jones, G. Price, B. S. Eureka Col.; M. S. '28, Univ. of Ill.; H. S., Magnolia, Ill., since 1926.
- Jones, Ruth Lillian, B. S. '23; Prin. H. S., Bushnell, Ill.
- Jones, William O., Prin. Twp. H. S., DeLand, Ill., since 1916.
- Keeler, Harry, B. S. '96; Prin. Lindblom H. S., Chicago, Ill., since 1919.
- Keeler, Otis, B. S. '25; Prin. H. S., Melvin, Ill., since 1923.
- Kennon, Edith, Ph. B. '20; 6047 Ellis Ave., Chicago, Ill.
- Kepperling, The Reverend J. B., 6312 South Oakley Ave., Chicago, Ill.
- Ketcham, R. N., Ph. B. '04; A. M. '13; Twp. H. S., Oak Park, Ill.
- Kilby, Glenn M., A. B. '22; Prin. Community H. S., Franklin, Ill., since 1925.
- King, Ira, B. S. '23; Prin. H. S., Greenville, Ill., since 1927.
- Kingman, C. H., A. B. '05; Prin. Twp. H. S., Ottawa, Ill., since 1913.
- Kinsella, Margaret Josephine, Prin. H. S., Bonfield, Ill., since 1927.
- Klein, Harvey L., Ph. B. '24; Prin. De Paul University H. S., Chicago, Ill., since 1924.
- Koch, Oscar F., Ph. B. '19; M. A. '24; Prin. H. S., Kewanee, Ill., since 1921.
- Kreider, L. Ada, Prin. H. S., Varna, Ill., since 1917.
- Krohn, H. W., Prin. H. S., New Athens, Ill., since 1920.
- Krumsiek, W. W., A. B. '13; A. M. '28, Univ. of Ill.; Prin. H. S., Edwardsville, Ill., since 1921.
- Lacey, R. M., Red Bud, Ill.
- Lancaster, Allen H., B. S. '18, Univ. of Ill.; Prin. S. Side H. S., Dixon, Ill., since 1921.
- Larsen, T. A., H. S., Elgin, Ill.
- Lau, J. A., Rep. Scott, Foresman and Co., Chicago, Ill.
- Lauterbach, W. W., B. S. '21; Prin. Community H. S., Zeigler, Ill., since 1922.
- Lee, Glenn R., Prin. H. S., Mineral, Ill.
- Levy, Roy, Equality, Ill.
- Leinweber, W. J., A. B. '23; Prin. Mooseheart Sch., Aurora, Ill., since 1928.
- Lemon, J. E., A. B. '83; Supt. of Sch., Blue Island, Ill., since 1894.
- Lester, Bert, Prin. H. S., Ashkum, Ill., since 1919.
- Letts, George L., Ph. B. '17; Prin. York Community H. S., Elmhurst, Ill., since 1923.
- Lightbody, Ernest R., Glasford, Ill.
- Liljquist, E. E., B. Ed. '24; Supt. of Sch., Fulton, Ill., since 1924.
- Lindsey, R. V., B. E. '20; Prin. Community H. S., Pekin, Ill., since 1923.
- Littler, Sherman, A. B. '11; A. M. '12; Prin. Twp. H. S., Henry, Ill., since 1921.
- Lloyd, H. A., Grant Park, Ill.
- Lockhart, A. V., A. B. '15; A. M. '17; Prin. H. S., Calumet City, Ill., since 1925.
- Loekle, Otto J., B. S. '24; M. S. '26, Univ. of Ill.; Supt. Sch., Sibley, Ill., since 1927.
- Loomis, H. B., A. B. '85; Ph. D. '90; Prin. Hyde Park H. S., Chicago, Ill., since 1905.
- Loomis, O. E., B. A. '17, Beloit Col.; M. A. '28, Univ. of Wis.; Prin. Twp. H. S., Capron, Ill., since 1924.
- Loomis, Robert M., A. B. '27; Supt. Sch., Pocahontas, Ill., since 1927.
- Loose, Leonard E., Chrisman, Ill.
- Lowery, W. R., Supt. of Sch., Hoopeston, Ill.
- Loy, W. M., Ph. B. '14; A. M. '22; Supt. of Sch., Gibson City, Ill., since 1922.
- Luke, Sister Mary, Prin. St. Xavier Acad., 4928 Cottage Grove Ave., Chicago, Ill.
- Lunak, Charles J., Hirsch Jr. H. S., Chicago, Ill.
- Lundin, Roy S., B. S. '15; M. S. '27; Prin. H. S., Staunton, Ill., since 1927.
- Lynch, J. I., B. Di. '00; A. B. '07; Supt. Community H. S., Mason City, Ill., since 1924.
- Lynn, H. V., Prin., Byron, Ill.
- Lyon, Florence, Mt. Vernon, Ill.
- MacMillan, J. P., Board of Education, M. E. Church, 740 Rush St., Chicago, Ill.
- Mahoney, Lewis H., Prin. H. S., Hillsdale, Ill.
- Markman, Frank H., A. B. '11; M. A. '28; Prin. Jersey Twp. H. S., Jerseyville, Ill., since 1921.
- Marshall, Fred L., Prin. Community H. S., Wapella, Ill., since 1923.
- Matheny, A. R., Prin. H. S., Bismarck, Ill.
- Mattoon, E. W., St. Joseph, Ill.
- May, E. O., B. S. '11; Prin. Twp. H. S., Robinson, Ill., since 1921.
- Mayhew, Herman, Prin. Morgan Park Ml. Acad., Chicago, Ill., since 1918.
- Maximus, Brother, Prin. Holy Trinity H. S., 1443 W. Division St., Chicago, Ill.

- McAllister, Abel J., B. S. '02; P. Ped. '05; B. S. in Ed. '14; 2126 Prairie Ave., Chicago, Ill.
- McBride, W. E., Prin. H. S., Greenview, Ill., since 1925.
- McCance, M. L., Seneca, Ill.
- McClary, John D., Neponset, Ill.
- McConnell, A. H., B. C. S. 15; B. Ed. '24; H. S., Stonington, Ill.
- McCormack, Thomas J., A. B. '84; A. M. '86; L.L. B. '89; M. S. 19; Supt. Twp. H. S., LaSalle, Ill., since 1903.
- McCormick, C. C., B. S. 25; Prin. H. S., Bardolph, Ill., since 1919.
- McCoy, D. W., A. B. '12; A. M. '23; Prin. H. S., Springfield, Ill., since 1923.
- McCulloch, H. W., A. B. '15; A. M. '27; Prin. Twp. H. S., Chatsworth, Ill., since 1919.
- McDaniel, M. R., B. S. '02; A. M. '09; Litt. D. '22; Supt. Oak Park and River Forest Twp. H. S., Oak Park, Ill., since 1914.
- McGinnis, C. A., Metropolis, Ill.
- McIlrath, Oliver, Prin. H. S., Tamm, Ill.
- McIntosh, William Ray, B. S. 20; M. A. '23; Prin. H. S., Homer, Ill., since 1927.
- McKee, William P., A. B. '83; A. M. '97; Pres. Frances Shimer Sch., Mount Carroll, Ill., since 1897.
- McMullen, Charles, A. B. '16; Prin. Twp. H. S., Chillicothe, Ill., since 1924.
- McMurray, C. D., B. S. '17; Prin. H. S., New Canton, Ill., since 1925.
- McNely, Earl J., B. A. '13; B. S. '16; M. E. '20; Supt. H. S., Gillespie, Ill., since 1923.
- McReynolds, A. Guy, Prin. Bell Rive H. S., Dahlgren, Ill.
- McVey, W. E., B. S. '16; A. M. '19; Supt. Thornton Twp. H. S., Harvey, Ill., since 1919.
- Mellon, E. H., Prin. H. S., Girard, Ill.
- Melton, Monroe, A. B. '15; Supt. Sch., Normal, Ill., since 1925.
- Merkel, Russell, Freeburg, Ill.
- Metter, Harry L., Prin. H. S., Bethany, Ill.
- Meyer, Ivan I., Savanna, Ill.
- Michelman, C. A., Mt. Zion, Ill.
- Miller, Buford J., Cropsey, Ill.
- Miller, P. H., Ph. B. '24; M. A. '28; Supt. Plano, Ill., since 1924.
- Miller, Walter U., Mt. Zion, Ill.
- Mongerson, Oscar V., B. S. '19; Supt. of Pub. Sch., Chenoa, Ill., since 1925.
- Moore, B. C., B. Ed. '23; M. A. '26; Supt. Sch., Eureka, Ill., since 1923.
- Moore, Byron R., Prin. H. S., East Peoria, Ill.
- Moore, R. C., Sec. Ill. State Teachers' Assoc., Carlinville, Ill., since 1915.
- Morgan, W. P., Pres. Tchs. Col., Macomb, Ill.
- Morse, Frank L., A. B. '86; A. M. '89; Brown Univ.; Prin. Harrison Technical H. S., Chicago, Ill., since 1909.
- Mummhart, C. B., Serena, Ill.
- Munson, Irving, A. B. '13; Supt. Community H. S., Mokenca, Ill., since 1920.
- Murphy, Margaret, Prin. H. S., Carlinville, Ill.
- Murphy, Mary E., Ph. B. '05; Dir. McCormick Memorial Fund, Chicago, Ill.
- Nelson, J. B., A. B. '19; A. M. '28; Prin. H. S., Batavia, Ill., since 1921.
- Nelson, W. E., Prin. H. S., Quincy, Ill.
- Nichol, Ross J., B. E. '24; Supt. Griggsville, Ill., since 1925.
- Nickel, Elmer V., A. B. '23; Supt. Sch., Coffeen, Ill., since 1927.
- Nutting, E. P., A. B. '02, Univ. of Mich.; Prin. H. S., Moline, Ill., since 1905.
- O'Dea, The Reverend James D., 1010 Webster St., Chicago, Ill.
- Oder, A. Louis, Camargo, Ill.
- Ohlweiler, W. W., B. S. '07; A. M. '11; Ed. Dir. Commonwealth Steel Co., Granite City, Ill.
- Oliver, Russell W., Taylorville, Ill.
- Olson, H. O., B. A. '11; M. A. '13; Ph. D. '26; President Broadview College and Theological Seminary, La Grange, Ill., since 1917.
- Ort, Clarence, Winchester, Ill.
- Osborn, L. G., A. B. 14; A. M. '18; Prin. Wood River-East Alton Community H. S., Wood River, Ill., since 1920.
- Ostiguy, C. A., M. E. '12; Prin. H. S., Manito, Ill., since 1924.
- Parett, Ivan E., Saunemin, Ill.
- Parks, Dollie M., Prin. Jr. H. S., Canton, Ill., since 1927.
- Parr, Anna Rogers, Rutland, Ill.
- Patterson, O. F., B. S. '25; Prin. Twp. H. S., Oakland, Ill., since 1925.
- Fence, Charles Edgar, A. B. '08; A. M. '10; Prin. Harvard School for Boys, Chicago, Ill., since 1913.
- Perrine, C. H., Prin. Lake View H. S., Chicago, Ill.
- Pettersson, C. A., Ph. D. 93; Prin. Carl Schurz Evening H. S., Chicago, Ill., since 1915.
- Phares, E. O., A. B. '22; Prin. Community H. S., Sheldon, Ill., since 1922.
- Podoll, D. A., Teachers College, Macomb, Ill.
- Porter, H. V., Asst. Mgr. Ill. H. S. Athl. Assoc., 18 So. LaSalle, Chicago, Ill.
- Powers, E. W., Ph. G. '25; Prin. Community H. S., Watseka, Ill., since 1925.
- Poyser, G. K., Supt. H. S., Stewardson, Ill.
- Prichard, C. E., H. S., Waukegan, Ill.
- Pringle, Ralph W., B. S. '88; M. S. '92; A. B. '92; Prin. H. S., Ill. Normal Univ., Normal, Ill., since 1913.
- Probasco, Abbey, Prin. Jennings Seminary, Aurora, Ill.
- Puckett, William O., Stewardson, Ill.
- Purl, R. K., B. S. 22; Prin. Com. H. S., Duplo, Ill., since 1923.
- Quick, W. E., B. E. '22; Prin. H. S., Macomb, Ill., since 1927.
- Ramsayer, Lloyd B., Heyworth, Ill.
- Rea, A. A., A. B. '13; Prin. West H. S., Aurora, Ill., since 1917.
- Reavis, W. C., A. M. '11; Ph. B. '05; Ph. D. '25; Asst. Prof. Sec. Ed. Univ. of Chi., Chicago, Ill., since 1927.
- Redenbo, O. B., A. B. '21, Mt. Morris Col.; A. M. '22, Northwestern Univ.; Prin. Community H. S., Lyndon, Ill., since 1923.
- Reeves, B. L., B. S. '26; Prin. Twp. H. S., Williamsville, Ill., since 1923.
- Reedy, Q. Ray, B. E. '24; Supt. of Pub. Sch., Bushnell, Ill.
- Reilly (Mrs.), Caroline L., Prin. McKinley H. S., Chicago, Ill.
- Revercomb, O. F., Supt., H. S., Huntley, Ill.
- Reynolds, Homer E., A. B. '22; Ph. M. '28; Prin. Twp. H. S., Johnston City, Ill., since 1924.

- Rice, C. W., Prin. Univ. H. S., Urbana, Ill.
Ring, E. F., Supt. Sch., Saybrook, Ill., since 1922.
Robb, Ralph, A. B. '11; Prin. H. S., Clinton, Ill., since 1926.
Robb, Will C., A. B. '14; A. M. '15; J. D. '25; Prin. Proviso Twp. H. S., Maywood, Ill., since 1927.
Robertson, R. M., Rock Falls, Ill.
Rothschild, D. A., Normal, Ill.
Rowe, W. G., Arcola, Ill.
Rumble, Chester A., B. S. '16; A. M. '20; Prin. H. S., Henning, Ill.
Russell, W. G., Ph. B. '08; A. M. '10; Prin. Manual Training H. S., Peoria, Ill., since 1920.
Ryan, W. R., A. B. '19; American Book Co., Chicago, Ill.
Sandwick, R. L., A. B. '95; Prin. Deerfield-Shields Twp. H. S., Highland, Ill., since 1903.
Sayre, R. C., H. S., Decatur, Ill.
Schafer, L. A., B. A. '26; M. A. '28; Supt. Sch., Mascoutah, Ill., since 1913.
Scheer, Raymond A., B. S. '13; M. S. '14; A. M. '25; Prin. Twp. H. S., Sullivan, Ill., since 1928.
Schell, E. R., A. B. '22; Dean Acad., Wheaton, Ill., since 1924.
Schertz, Ray J., A. B. '22; Prin. Twp. H. S., Metamora, Ill., since 1924.
Schmidt, H. G., A. B. '02; B. S. '07; A. M. '10; Prin. Twp. H. S., Belleville, Ill., since 1915.
Schniepp, Albert E., A. B. '24; Prin. H. S., Effingham, Ill., since 1925.
Schreiter, Herbert G., Herscher, Ill.
Scott, Willis H., Scott, Foresman and Co., Chicago, Ill.
Selters, George R., Supt. Sch., Macomb, Ill.
Shafer, B. F., A. B. '14; A. M. '23; Supt. of Pub. Sch., Jacksonville, Ill., since 1921.
Shaffer, Ira O., B. A. '22; Supt. Sch., Shannon, Ill., since 1924.
Shaffer, Owen V., B. S. '15; M. S. '20; Prin. Twp. H. S., Princeton, Ill., since 1924.
Silliman, Henrietta, B. A., '07, Wellesley Col.; M. A. '24, Columbia Univ.; Prin. Twp. H. S., Toulon, Ill., since 1924.
Simmonds, E. S., B. S. '23; Supt. Sch. Pittsfield, Ill., since 1928.
Simpson, Roy E., B. S. '28; Prin. Twp. H. S., Pawnee, Ill., since 1928.
Simpson, W. H., Prin. Twp. H. S., Big Rock, Ill.
Slusser, Harry E., Bement, Ill.
Smith, Elizabeth Burt, 4515 Drexel Boul., Chicago, Ill.
Smith, Erman S., B. S. '00; Supt. of Sch., Barrington, Ill., since 1907.
Smith, Gerald W., Prin. H. S., Media, Ill.
Smith, Gerard T., A. B. '96; M. A. '05; Prin. Starrett School for Girls, Chicago, Ill., since 1919.
Smith, James M., A. B. '21; A. M. '22; Supt. H. S., Lockport, Ill., since 1925.
Smith, L. C., A. B. '05; Prin. H. S., Big Rock, Ill., since 1923.
Smith, R. C., Shelbyville, Ill.
Smith, R. H. G., Supt. of Sch., Rushville, Ill.
Smith, R. R., A. B. '10; Supt. Twp. H. S., Hampshire, Ill., since 1915.
Snodgrass, J. F., Ph. B., '14; A. M. '26; Supt. H. S., La Moille, Ill., since 1924.
Spicer, C. E., Asst. Supt. H. S., Joliet, Ill.
Spicer, H. M., Prin. H. S., Morrisonville, Ill.
Sprunger, Asa, A. B. '14; Asst. Prin. H. S., Decatur, Ill., since 1916.
Sprunger, M. F., A. B. '20; Prin. H. S., Buda, Ill., since 1925.
Stacy, Walter M., Central Jr. H. S., Decatur, Ill.
Stahl, Frank W., Ph. B. '21; Prin. Bowen H. S., Chicago, Ill., since 1918.
Stark, Fred N., Sherrard, Ill.
Steele, Wade A., Prin. H. S., Baylis, Ill.
Steen, Thomas W., Pres. Broadview Col., La Grange, Ill.
Steninger, Raymond B., B. S. '18; Prin. H. S., Beason, Ill., since 1923.
Stephan, M. R., B. E. '23; Supt. of Sch., Stockton, Ill.
Stephens, Joseph B., B. S. '20; H. S., Harvey, Ill.
Stevens, E. G., B. E. '16; Prin. Twp. H. S., Fairbury, Ill., since 1924.
Stierwalt, F. A., B. S. '14; Prin. H. S., Fairfield, Ill.
Stoffregen, Olive, Oregon, Ill.
Storm, H. C., Batavia, Ill.
Stouffer, Karl J., B. S. '10; A. M. '10; Dean and Prin., Elgin Jr. College and Acad., Elgin, Ill., since 1920.
Stout, J. B., A. B. '17; Prin. H. S., Shabbona, Ill., since 1919.
Stringer, Ralph E., A. B. '16; A. M. '25; Prin. H. S., Herrin, Ill., since 1921.
Sugg, M. M., B. S. '20; Prin. H. S., Hartsburg, Ill., since 1921.
Swinson, Vance W., West Salem, Ill.
Taylor, Garland M., A. B. '25; Prin. H. S., Media, Ill., since 1925.
Thalman, J. W., A. B. '00; M. A. '23; Supt. Twp. Sec. Sch., Waukegan, Ill., since 1924.
Theophilus, Brother, B. A. '21; M. A. '23; Dir. Holy Trinity H. S., Chicago, Ill., since 1922.
Thompson, D. W., B. S. '21; Prin. Warren Twp. H. S., Gurnee, Ill., since 1922.
Tibbets, K. K., Prin. H. S., Wheaton, Ill.
Tice, Harold I., Sullivan, Ill.
Tipton, John B., East Lynn, Ill.
Tobin, Mary E., 5904 Midway Park, Ill.
Torrens, John A., Pearl City, Ill.
Tower, Willis E., B. S. '94; M. S. '08, Univ. of Ill.; Supt. of High Sch., Chicago, Ill., since 1925.
Towns, O. A., B. A. '12; M. A. '17; Prin. H. S., Reddick, Ill., since 1923.
Tremain, Eloise R., A. B. '04, Bryn Mawr; M. A. '27, Lake Forest Univ.; Prin. Ferry Hall, Lake Forest, Ill., since 1918.
Trimble, Charles, Prin. H. S., Clifton, Ill., since 1896.
Trinkle, J. H., B. S. '04; A. B. '11; Prin. Twp. H. S., Newman, Ill., since 1911.
Troxel, S. M., Armstrong, Ill.
Troyer, Maurice E., Princeton, Ill.
Tulpin, Charles A., Harvard, Ill.
Turnbull, Ida C., A. B. '03; Prin. H. S., Mattoon, Ill., since 1922.
Turpin, L. T., Ph. B. '06; Prin. H. S., Alton, Ill., since 1926.
Tyler, Allen, B. S. '26; Asst. Prin. H. S., Spring Valley, Ill., since 1918.
Tyler, Grace C., Prin. H. S., Riverside, Ill.
Umbaugh, E. T., A. B. '12; Prin. H. S., Cissna Park, Ill., since 1923.
Umbricht, Allen G., Prin. H. S., Galesburg, Ill., since 1928.

Underbrink, H. E., B. E. '21; Prin. H. S., Libertyville, Ill., since 1922.
 Unfer, Louis, B. S. '20; Prin. H. S., Mansfield, Ill., since 1927.
 Vesceley, Cosmos C., A. B. '10; Rector, St. Procopius Acad., Lisle, Ill., since 1914.
 Wacaser, E. E., B. Ed. '23, Ill. State Normal Univ.; Supt. Sch., Lexington, Ill., since 1924.
 Wahl, E. D., Prin. H. S., Livingston, Ill.
 Wakeley, J. E., A. B. '14; A. M. '24; Asst. Prin. H. S., Danville, Ill., since 1919.
 Waldo, Karl Douglas, A. B. '06; A. M. '14; Supt. Sch., East Side, Aurora, Ill., since 1928.
 Waldrip, C. O., A. B. '26; LL. B. '00; Prin. H. S., Minonk, Ill., since 1925.
 Waldrip, W. D., A. B. '03; Prin. Twp. H. S., Streator, Ill., since 1916.
 Walker, Albert, Prin. Twp. H. S., Arthur, Ill., since 1918.
 Walker, Samuel T., Prin. H. S., Waggoner, Ill.
 Waller, Corem, Supt. Sch., Greenup, Ill.
 Wallgreen, A. S., A. B. '09; Dean, North Park College, Chicago, Ill., since 1919.
 Walters, O. V., Prin. H. S., East Side, Aurora, Ill., since 1928.
 Weber, C. A., Hume, Ill.
 Weckel, Ada L., B. A. '05; M. S. '08; Oak Park and River Forest Twp. H. S., Oak Park, Ill.
 Welker, R. P., Prin. H. S., Bradley, Ill.
 Wells, Dora, B. A. '84; M. A. '97; Prin. Lucy Flower Technical H. S., Chicago, Ill., since 1911.
 Welsh, M. C., Prin. H. S., Rockton, Ill.
 Wenz, Caroline L., Paris, Ill.
 Werner, Charles A., Prin. H. S., Lake Zurich, Ill.
 Westfall, James H., Thompsonville, Ill.
 Wezeman, Frederick H., LL. B. '13; B. S. '18; B. D.; LL. M.; J. D.; Prin. Chicago Christian H. S., Oak Park, Ill.
 White, F. V., Supt. of Pub. Sch., Galva, Ill.
 White, J. W., Prin. H. S., Kincaid, Ill.
 Whitten, C. W., A. B. '06; Mgr. Ill. H. S. Athletic Assoc., 11 S. La Salle, Chicago, Ill., since 1922.
 Wiedrich, J. C., A. B. '13; M. A. '26; Supt. of Pub. Sch., De Pue, Ill., since 1926.
 Wierson, Leonard L., Lanark, Ill.
 Wilcox, B. O., Prin. H. S., Sesser, Ill.
 Wilkins, M. F., B. A. '13; A. M. '25; Prin. Community H. S., Christopher, Ill., since 1922.
 Wilkinson, Kyle, Supt. Sch., Bellmont, Ill., since 1927.
 Willard, Chauncey C., Prin. Phillips Sr. H. S., Chicago, Ill.
 Willett, George Walter, A. B. '08; A. M. '14; Ph. D. '23; Prin. Lyons Twp. H. S., La Grange, Ill., since 1923.
 Williams, Lewis W., Ph. B. '18; A. M. '18; Prin. Univ. H. S., Urbana, Ill., since 1921.
 Williams, R. J., Supt. Pub. Sch., Danvers, Ill., since 1917.
 Willis, Albert, Flat Rock, Ill.
 Willis, Urban G., A. B. '00; A. M. '10; Prin. Pullman Free School of Manual Training, Chicago, Ill., since 1919.
 Wilson, F. A., B. E. '24; Prin. Community H. S., West Frankfort, Ill., since 1919.
 Wilson, Fred A., Prin. H. S., Virden, Ill.
 Wilson, Robert S., Kempton, Ill.
 Wing, O. N., A. B. '16; Prin. Central Y. M. C. A., Chicago, Ill., since 1922.

Winter, Alice, Prin. Parker H. S., Chicago, Ill., since 1928.
 Woellner, Robert, Prin. University H. S., Univ. of Chicago, Chicago, Ill., since 1926.
 Wolfe, Harold E., Prin. H. S., Bonnie, Ill., since 1927.
 Woods, Paul E., B. Ed. '26; Supt. Sch. Ipava, Ill., since 1926.
 Wright, C. H., B. S. '07; A. M. '26; Prin. H. S., Mt. Olive, Ill., since 1926.
 Wright, Owen B., B. of Ed. '25; Prin. Washington Jr. H. S., Rock Island, Ill., since 1920.
 Wright, Wilbur H., A. B. '96; Prin. Austin H. S., Chicago, Ill., since 1926.
 Wulliman, R. C., Tuscola, Ill.
 Young, O. O., A. B. '04; M. A. '14; Supt. Pub. Sch., Galesburg, Ill., since 1928.
 Youngert, Eugene, A. B. '20; Prin. H. S., Rock Island, Ill., since 1922.
 Zimmerman, J. F., H. S., Harvey, Ill.
 Zook, D. E., M. A. '23; 1223 E. 57th St., Chicago, Ill.

INDIANA

Brooks, Elwood E., A. B., '07; A. M., '14; Prin. Salem-Washington Twp. H. S., Salem, Ind., since 1921.
 Brumbaugh, L. S., A. B. '17; A. M. '25; Prin. H. S., Kendallville, Ind., since 1922.
 Buck, George, A. B. '91; A. M. '01; Prin. Shortridge H. S., Indianapolis, Ind., since 1910.
 Byrne, Paul R., Ph. B. '13; B. L. S. '15; Univ. of Notre Dame, Notre Dame, Ind.
 Cline, E. C., A. B. '07; A. M. '16; Prin. Morton Sr. H. S., Richmond, Ind.
 Coombs, Harry A., Knox, Ind.
 Croninger, Fred H., B. S. '05, Heidelberg Univ.; M. A. '27, Columbia Univ.; Prin. Central H. S., Ft. Wayne, Ind., since 1913.
 Darnall, Maynard C., A. B. '16; Prin. Jr. Sr. H. S., Crawfordsville, Ind., since 1928.
 Dean, E. D., Prin. James Whitcomb Riley Jr. H. S., South Bend, Ind.
 Dernbach, Helen, Ph. B. '24, Univ. of Chicago; South Bend, Ind.
 Foster, Isaac Owen, B. S. '21; M. S. '22; Ph. D. '25; Asst. Prof. of Ed., Indiana Univ., Bloomington, Ind., since 1926.
 French, John M., Martinsville, Ind.
 Frazen, Carl G. F., A. B. '08; A. M. '12; Ph. D. '20; Assoc. Prof. of Sec. Ed., Indiana Univ., Bloomington, Ind., since 1923.
 Grubb, L. C., 414 New York Ave., Whiting, Ind.
 Hinshaw, C. E., A. B. '10, Indiana Univ.; A. M. '22, Columbia Univ.; Prin. H. S., Kokomo, Ind.
 Hummel, Forrest J., B. S. '24; Prin. Twp. Sch., Washington Twp. Carroll Co., R. R. 3, Camden, Ind.
 Imel, H. G., Washington Jr. H. S., South Bend, Ind.
 Irons, Ralph, B. A. '21; M. A. '25; Prin. Francis Joseph Reitz H. S., Evansville, Ind., since 1927.
 Johnson, Ralph Waldo, Ph. B. '24, Univ. of Chicago; Supt. of Sch., Royal Centre, Ind., since 1920.
 Kelsey, H. P., 715 N. Walnut St., Hartford, Ind.
 Knapp, M. L., Prin. Isaac C. Elston Sr. H. S., Michigan City, Ind.

Knoll, Scott C., A. B. '10; Prin. H. S., Westville, Ind., since 1914.
 Lambert, Robert, 718 Reed St., Columbus, Ind.
 Little, Adrian, A. B. '27; Prin. Jefferson Center H. S., Warren, Ind.
 Lockwood, Luther A., A. B. '17; Prin. H. S. Rushville, Ind., since 1925.
 Long, George E., A. B. '16; Prin. Consolidated Sch., Warren, Ind., since 1927.
 Lutz, Charles D., Horace Mann School, Gary, Ind.
 McComb, E. H. Kemper, A. B. '95; A. M. '98; Prin. Emmerich Manual Training H. S., Indianapolis, Ind., since 1916.
 McCowan, Joseph Stewart, Ph. B. '95; A. M. '00; Prin. H. S., South Bend, Ind., since 1916.
 Northrop, Milton H., A. B. '25, Univ. of Mich.; Prin. North Side H. S., Fort Wayne, Ind., since 1927.
 Phillips, L. V., A. B. '15, Indiana Univ.; A. M. '27, Columbia Univ.; Prin. H. S., Rochester, Ind., since 1923.
 Pittenger, C. E., Prin. Blaine Jr. H. S., Muncie, Ind.
 Pointer, P. D., A. B. '11, Univ. of Chicago; Prin. Central Jr. H. S., South Bend, Ind., since 1923.
 Shrode, Carl, A. B. '16, Swarthmore Col.; A. M. '22, Univ. of Penn.; Prin. Central H. S., Evansville, Ind., since 1927.
 Snider, R. N., A. B. '22; Prin. South Side H. S., Fort Wayne, Ind., since 1926.
 Spaulding, Everett A., B. S. '09; Prin. Emerson Sch., Gary, Ind., since 1912.
 Spohn, A. L., A. B. '06; Prin. H. S., Hammond, Ind., since 1919.
 Stallman, Carl F., Hamilton, Ind.
 Standiford, J. C., A. B. '24; Prin. Silver Creek H. S., Sellersburg, Ind., since 1925.
 Stemen, C. B., H. S., Tipton, Ind.
 Stuart, Milo H., A. B. '98; Prin. Arsenal Technical H. S., Indianapolis, Ind., since 1912.
 Tatum, H. T., Virginia Street Sch., Gary, Ind.
 Thurston, Ralph, Prin. Sr. H. S., Alexander, Ind.
 Voight, Mary K., A. B. '17, Hanover Col.; Prin. H. S., Jeffersonville, Ind., since 1917.
 Waggoner, S. G., Kennard, Ind.
 Waite, Margaret A., Prin. Grant Sch., Peru, Ind., since 1923.
 Walter, Orr L., Goshen, Ind.
 Whitehorn, N. S., 828 Hutchins Ave., Columbus, Ind.
 Williamson, A. B., A. B. '16; Prin. Jr. H. S., South Bend, Ind., since 1918.
 Yoder, O. J., Nappanee, Ind.
 Zimmerman, C., Garfield H. S., Terre Haute, Ind.

IOWA

Allen, W. O., B. Ped. '10, Ohio State Univ.; M. A. '28, Columbia Univ.; Prin. Washington Irving Jr. H. S., Des Moines, Iowa, since 1919.
 Arnold, H. A., B. S. '05; A. B. '10; Vice Prin. Central H. S., Sioux City, Iowa, since 1919.
 Atkinson, Emaline, A. B. '16; M. A. '28; Washington Irving Jr. H. S., Des Moines, Iowa, since 1927.
 Bail, Phillip M., A. B. '20; M. A. '28; Univ. H. S., Iowa City, Iowa, since 1928.

Beck, W. E., B. S. '00; M. S. '02; S. S. '03; Prin. H. S., Iowa City, Iowa, since 1917.
 Bennett, P. B., Ph. B. '15; Prin. H. S., Bayard, Iowa, since 1923.
 Bracewell, Roy H., B. S. '15; M. A. '25; Prin. H. S., Burlington, Iowa, since 1919.
 Brockman, G., B. A. '25; Prin. H. S., Colfax, Iowa, since 1925.
 Brooks, Miriam W., B. A. '93, Iowa Wesleyan Col.; M. D. '06, Iowa State Tchrs. Col.; M. A. '12, Columbia Univ.; Vice Prin. Callanan Jr. H. S., Des Moines, Iowa, since 1928.
 Burton, A. J., A. B. '08; A. M. '22; Prin. East H. S., Des Moines, Iowa, since 1918.
 Byers, Ruby M., Prin. Franklin Jr. H. S., Cedar Rapids, Iowa, since 1919.
 Campbell, Sadie, A. B. '19; A. M. '25; Girls' Adviser, North H. S., Des Moines, Iowa, since 1925.
 Castle, Lynn E., B. A. '20; Supt. H. S., Stuart, Iowa, since 1923.
 Clark, A. L., B. S. '93; M. E. '93; Agent, American Book Company, Des Moines, Iowa, since 1906.
 Cook, R. R., A. B. '08; A. M. '22; Prin. Theodore Roosevelt H. S., Des Moines, Iowa, since 1923.
 Cooper, Grace, A. B. '17; Preceptress, H. S., Marshalltown, Iowa, since 1920.
 Cooper, Maude, Prin. Jr. H. S., Newton, Iowa, since 1927.
 Crawford, H. L., B. S. '21; Prin. H. S. New Hampton, Iowa, since 1927.
 Davis, Everett, A. B. '15, Earlham Col.; M. A. '23, Univ. of Chicago; Prin. Woodrow Wilson Jr. H. S., Des Moines, Iowa, since 1925.
 Davis, George E., B. A. '17; M. A. '20; Prin. Sr. H. S., Keokuk, Iowa, since 1921.
 Davis, P. L., A. B. '17; Sr. H. S., Ames, Iowa, since 1925.
 Douma, Frank W., A. B. '16; Prin. H. S., Ottumwa, Iowa, since 1927.
 Dole, H. L., Prin. Marion, Iowa.
 Engberg, C. E., B. A. '21; Prin. Sr.-Jr. H. S., Shenandoah, Iowa, since 1926.
 English, Estine L., A. B. '23; Girls' Adviser, Hiatt Jr. H. S., Des Moines, Iowa, since 1928.
 Feelhaven, C. T., A. B. '24; M. A. '26; Prin. H. S., Creston, Iowa, since 1926.
 Feik, L. W., B. A. '10; M. A. '26; Prin. East H. S., Sioux City, Iowa, since 1926.
 Fiean, Ellen, B. A. '12; Prin. H. S., Independence, Iowa, since 1924.
 Gibson, William W., A. B. '22; M. A. '28; Prin. West H. S., Waterloo, Iowa, since 1928.
 Grigsby, R. I., A. B. '18; M. A. '28; Prin. Amos Hiatt Jr. H. S., Des Moines, Iowa, since 1922.
 Gustafsen, Gilbert, B. A. '26; Prin., Milford, Iowa.
 Haliburton, J. R., B. S. '17; Ed. M. '24; Prin. H. S., Albion, Iowa, since 1925.
 Hallman, M. S., Ph. B. '09; A. M. '18; Prin. Washington Sr. H. S., Cedar Rapids, Iowa, since 1926.
 Hartman, R. C., A. B. '21; Prin. H. S., Oskaloosa, Iowa.
 Heitmann, A. G., A. B. '08; Prin. Central H. S., Sioux City, Iowa, since 1920.
 Henry, A. P., Prin., Winterset, Iowa, since 1927.
 Hightshoe, Luella, A. B. '07; A. M. '10; Asst. Prin. H. S., Ottumwa, Iowa, since 1924.

- Hogle, C. Allen, B. S. '14; Prin. Sr.-Jr. H. S., Newton, Iowa, since 1922.
- Hoyt, Cress O., A. B. '18; Vice Prin. Washington Irving Jr. H. S., Des Moines, Iowa, since 1928.
- Hutchens, A. C., B. S. Ed. '20; Vice Prin. Lincoln H. S., Des Moines, Iowa, since 1926.
- Johnson, R. W., B. S. '11; M. A. '18; Prin. Sr. H. S., Dubuque, Iowa.
- Johnston, A. R., B. S. '18; M. A. '26; Supt. H. S., Montrose, Iowa, since 1925.
- Joiner, Mary E., B. A. '08; M. A. '25; Prin. H. S., Maquoketa, Iowa, since 1925.
- Jones, Nellie F., Prin. H. S., Clear Lake, Iowa.
- Kelly, M. R., Prin. Central Intermediate H. S., Dubuque, Iowa.
- Kerfoot, T. W., B. S. '18; M. A. '26; Prin. H. S., Ft. Madison, Iowa, since 1920.
- Kirby, T. J., A. B. '06; M. A. '09; Ph. D. '13; Prof. of Ed., Univ. of Iowa, Iowa City, Iowa, since 1920.
- Kirn, G. W., Ph. B. '09; M. A. '13; Prin. Abraham Lincoln H. S., Council Bluffs, Iowa, since 1919.
- Kluss, Fred J., A. B. '15; Prin. Grant H. S., Cedar Rapids, Iowa.
- Kopp, Clarence E., B. A. '28; Prin. Jr.-Sr. H. S., Milford, Iowa, since 1928.
- Latimer, O. P., B. A. '12; Prin. Osceola, Iowa, since 1926.
- Le Grande, H. O., A. B. '21; Prin. H. S., Red Oak, Iowa.
- Lexa, Lula A., B. A. '18; Girls' Adviser Woodrow Wilson Jr. H. S., Des Moines, Iowa, since 1925.
- Lunan, F. A., B. A. '17; M. A. '24; Prin. H. S., Chariton, Iowa, since 1923.
- Lynn, H. A., Prin. H. S., Newton, Iowa.
- Marshall, George E., A. B. '86; Prin. H. S., Davenport, Iowa, since 1908.
- McCord, Bertha, B. A. '17; Prin. H. S., Perry, Iowa, since 1921.
- McDonough, L. F., Prin. Jefferson Jr. H. S., Dubuque, Iowa.
- McKee, Mabel F., B. A. '08; Prin. H. S., Perry, Iowa, since 1922.
- McKee, M. A., Supervisor of Physical Ed., City Sch. Des Moines, Iowa, since 1909.
- Meier, F. J., B. A. '09; M. A. '10; Vice Prin. West H. S., Des Moines, Iowa, since 1923.
- Merrill, A. W., A. B. '90; Asst. Supt. of Sch., Des Moines, Iowa, since 1923.
- Miller, B. R., B. S. '22; Prin. H. S., Marshalltown, Iowa, since 1925.
- Miller, Fred J., A. B. '05; M. A. '23; Prin. East H. S., Waterloo, Iowa, since 1913.
- Morr, A. A., Prin. Washington Int. Sch., Dubuque, Iowa.
- Moulton, Emma C., Girls' Adviser Roosevelt H. S., Des Moines, Iowa, since 1923.
- Moyers, A. Edison, A. B. '12; M. S. '22; Supt. Sch., Sidney, Iowa, since 1919.
- Myers, Ray F., A. B. '14; A. M. '21; Prin. Thomas Jefferson H. S., Council Bluffs, Iowa, since 1919.
- Nelson, Clayton, A. B. '25; Prin. Sr. H. S., Oelwein, Iowa, since 1926.
- Newcomb, Louise Jerrel, B. A. '23; M. A. '25; Girls' Adviser, Amos Hiatt Jr. H. S., Des Moines, Iowa, since 1925.
- Nickle, C. E., B. Fe. '05; Ph. B. '06; A. M. '27; Prin. H. S., Ft. Dodge, Iowa, since 1923.
- Nickle, C. H., B. S. '25; Prin. Sr. H. S., Valley Junction, Iowa, since 1924.
- Nodland, Marvin, A. B. '26; Prin. H. S., West Liberty, Iowa, since 1928.
- Opperman, Irwin W., A. B. '20; M. A. '28; Prin. H. S., Eagle Grove, Iowa, since 1928.
- Packer, Garrah M., B. A. '16; M. A. '25; Clinton, Iowa.
- Patterson, Inez, A. B. '13; M. A. '24; Chariton, Iowa.
- Patterson, C. E., Prin. Jr. H. S., Keokuk, Iowa.
- Patton, Della, B. A. '12; Prin. H. S., Washington, Iowa, since 1920.
- Payne, W. H., B. A. '15; Prin. H. S., Eagle Grove, Iowa, since 1924.
- Pollard, (Mrs.) Warren E., A. B. '06; A. M. '18; Girls' Adviser, Lincoln H. S., Des Moines, Iowa, since 1925.
- Prescott, Frances, Prin. McKinley Jr. H. S., Cedar Rapids, Iowa, since 1912.
- Pritchard, Helen, A. B. '11; A. M. '22; Girls' Adviser, East H. S., Des Moines, Iowa, since 1923.
- Pritchard, O. G., A. M. '15; A. B. '15; Vice Prin. East H. S., Des Moines, Iowa, since 1922.
- Prizer, Keith, B. A. '26; Prin. Cincinnati, Iowa.
- Rae, James, B. S. '03; Prin. H. S.-Jr. Col., Mason City, Iowa, since 1918.
- Redfield, R. P., J. B. Young Sch., Davenport, Iowa.
- Rhine, C. L., A. B. '22; M. A. '25; Vice Prin. Amos Hiatt Jr. H. S., Des Moines, Iowa, since 1927.
- Safley, Jean E., B. A. '20; Prin. H. S., Guthrie Center, Iowa, since 1921.
- Sayre, Willard, B. A. '22; M. A. '28; Prin. H. S., Cresco, Iowa, since 1928.
- Schiebel, Nellie, Prin. H. S., Missouri Valley, Iowa.
- Schropp, C. F., B. S. '14; M. A. '24; Prin. West and Callanan Jr. H. Schs., Des Moines, Iowa, since 1928.
- Siverson, A. G., A. B. '21; Prin. H. S., Webster City, Iowa, since 1925.
- Slocum, John, B. S. '23; Prin. H. S., Clarinda, Iowa, since 1928.
- Smith, R. E., A. B. '20; Vice Prin. West and Callanan Jr. H. S., Des Moines, Iowa, since 1927.
- Steeper, H. T., A. B. '09; Prin. North H. S., Des Moines, Iowa, since 1927.
- Sterrett, James M., B. A. '20; Prin. Harding Jr. H. S., Des Moines, Iowa, since 1926.
- Stonecipher, J. E., B. A. '21; M. A. '27; Vice Prin. Roosevelt H. S., Des Moines, Iowa, since 1928.
- Strahan, Willetta, B. A. '23; Prin. H. S., Denison, Iowa, since 1926.
- Stratton, Mildred L., Pleasanton, Iowa.
- Studebaker, J. W., B. S. '10; M. A. '17; Supt. Independent Sch. Dist., Des Moines, Iowa.
- Thomas, Hazel V., Prin. H. S., Belmond, Iowa, since 1927.
- Thompson, S. E., A. B. '14; A. M. '26; Vice Prin. North H. S., Des Moines, Iowa, since 1928.
- Trefz, J. H., A. B. '20; M. A. '22; Prin. H. S., Charles City, Iowa, since 1923.
- Umbreit, A. G., A. B. '14; M. A. '21; Prin. H. S., Boone, Iowa, since 1921.
- Vanderlinden, J. S., Ames, Iowa.
- Van Hettinga, Henry, Prin. H. S., Muscatine, Iowa, since 1928.

Van Ness, H. J., A. B. '19; A. M. '20; Prin. Jr.-Sr. H. S.; Boone, Iowa, since 1928.
 Weeks, N. H., B. A. '94; Prin. Abraham Lincoln H. S., Des Moines, Iowa, since 1923.
 Yourd, W. J., B. A. '10; Prin. H. S., Clinton, Iowa, since 1917.

KANSAS

Allen, A. W., A. B. '26; Prin. Northeast Jr. H. S., Kansas City, Kans., since 1923.
 Babbitt, Ellis B., B. S. '24; Prin. Rural H. S., Kipp, Kans., since 1927.
 Baker, H. H., A. B. '20; A. M. '27; Supt. Consolidated Sch., Milton, Kans. since 1923.
 Baker, H. Leigh, A. B. '20; B. S. '22; A. M. '28; Prin. Sr. H. S., Manhattan, Kans., since 1925.
 Barnes, John R., A. B. '21; A. M. '23; Prin. Sr. H. S., Lawrence, Kans., since 1925.
 Barnes, M. C., B. S. '26; Prin. H. S., Corning, Kansas, since 1927.
 Bass, William W., A. B. '14; Prin. Sr. H. S., Coffeyville, Kans., since 1925.
 Belles, Edwin Milton, A. B. '20; A. M. '24; Asst. Prof. of Ed., Univ. of Kans., Lawrence, Kans., since 1924.
 Benefiel, J. H., B. S. '20; M. A. '27; Prin. Jr. H. S., Coffeyville, Kans., since 1923.
 Benson, John C., B. S. '25; Prin. H. S., Formoso, Kans., since 1925.
 Burgess, Wm. R., M. A. '26; Supt. Sch., Norwich, Kans., since 1919.
 Born, M. E., B. S. '19; 1013 South Third St., Leavenworth, Kans.
 Bowman, B. P., A. B. '23; M. S. '28; Prin. Rural H. S., Woodston, Kans., since 1927.
 Briggs, P. O., B. S. '18; Prin. Jr. H. S., Pittsburg, Kans., since 1922.
 Brooks, L. W., A. B. '03; A. M. '15; Prin. H. S. East, Wichita, Kans., since 1919.
 Brown, Emerson, A. B. '20; M. A. '29; Prin. H. S., Marion, Kans., since 1926.
 Brown, Rice E., A. B. '08; A. M. '23; Prin. Sr. H. S., Emporia, Kans., since 1918.
 Burnett, Flora N., B. S. '21; Prin. Sr. H. S., Herrington, Kans., since 1922.
 Caldwell, George D., B. S. '21; M. A. '28; Prin. H. S., Neodesha, Kans., since 1924.
 Callaway, A. B. Prin. Jr. H. S., Dodge City, Kans., since 1924.
 Campbell, John W., A. B. '27; Supt., Cedar Point, Kans., since 1927.
 Cannon, Charles H., A. B. '16; Supt. Pub. Sch., Bird City, Kans., since 1922.
 Carman, Frank S., B. S. '16; Prin. Jr. H. S., Hays, Kans., since 1916.
 Carpenter, Joseph F., A. B. '26; Prin. H. S., Baldwin, Kans., since 1927.
 Chilcott, O. M., B. S. '26; Prin. H. S., Westmoreland, Kans., since 1927.
 Clarke, D. C., B. S. '12; M. S. '25; Supt. of Sch., Bonner Springs, Kans., since 1926.
 Cole, Lloyd W., B. S. '25; Prin. H. S., Copeland, Kans., since 1927.
 Cool, Vincent, B. S. '24; Prin. H. S., Stockdale, Kans., since 1927.
 Cramer, V. J., A. B. '22; Prin. Rural H. S., Denison, Kans., since 1926.
 Cross, Albert L., A. B. '21; Prin. H. S., De Soto, Kans., since 1925.

Crosswhite, William T., B. S. '14; Prin. Horace Mann Jr. H. S., Wichita, Kans., since 1923.
 Custer, R. E., B. S. '19; M. S. '25; Prin. H. S., Wakeeney, Kans., since 1928.
 Darnell, A. M., A. B.; B. S.; M. A.; Prin. H. S., Topeka, Kans., since 1923.
 Davis, Charles A., B. S. '13; Prin. Washburn Rural H. S., Topeka, Kans., since 1928.
 Davis, Joseph E., A. B. '24; Prin. H. S., Garden City, Kans., since 1927.
 Davis, T. E., B. S. '21; Supt., Kincaid, Kans., since 1923.
 Davison, W. S., B. S. '10; M. A. '27; Dean Sr. H. S. and Jr. Col., Fort Scott, Kans.
 Dean, Clifford, B. S. '25; Prin., Wilson, Kans.
 Deniston, D. L., B. S. '21; Prin. H. S., Louisburg, Kans., since 1925.
 Drew, Norris E., B. S. '27; Prin. H. S., Colony, Kans., since 1927.
 Eckoff, P. F., A. B. '27; Prin. H. S., Belmont, Kans., since 1928.
 Edwards, C. R., B. S. '12; M. A. '15; Prin. Jr.-Sr. H. S., El Dorado, Kans., since 1927.
 Elkins, W. O., M. Ed. '27; Prin. Rural H. S., Dwight, Kans., since 1925.
 Evans, Evan E., A. B. '20; A. M. '28; Prin. Jr.-Sr. H. S., Winfield, Kans., since 1925.
 Farner, E. F., A. B. '09; A. M. '22; Prin. Sr. H. S., Parsons, Kans., since 1924.
 Farrar, Henry H., B. S. '08; Supt., Clifton, Kans., since 1926.
 Fleming, J. A., B. S. '18; M. S. '24; Prin. H. S., Iola, Kans., since 1926.
 Foutz, H. S., A. B. '22; Prin. Sheridan Community H. S., Hoxie, Kans., since 1926.
 Frazer, S. T., B. S. '21; Prin. H. S., Kiowa, Kans., since 1925.
 Frazer, W. R., B. S. '18; Prin. Sr. H. S., McPherson, Kans., since 1920.
 Frazier, C. Finis, A. B. '22; Prin. H. S., Robinson, Kans., since 1923.
 Frick, Sheldon, A. B. '15; Prin. Clay County Community H. S., Clay Center, Kans., since 1924.
 Funk, E. A., A. B. '15; Prin. Sr. H. S., Arkansas City, Kans., since 1924.
 Garrison, Arthur E., B. S. '21; Prin. Jr. H. S., Iola, Kans., since 1924.
 Gibson, Admud J., A. B. '11; LL. B. '16; Supt., Belle Plaine, Kans., since 1927.
 Gilbert, H. Nelson, A. B. '25; 308 Ash St., Wichita, Kans.
 Gilleson, Murray M., A. B. '19; Prin. H. S., Augusta, Kans., since 1927.
 Gill, Howard E., B. S. '27; Prin. Jr. H. S., Cherryvale, Kans., since 1927.
 Gilliland, J. F., A. B. '10; A. M. '28; Prin. H. S., Hutchinson, Kans., since 1924.
 Glad, Amos W., A. B. '16; A. M. '24; Prin. Jr.-Sr. H. S., Pratt, Kans., since 1926.
 Glenn, A. A., B. S. '16; Prin. H. S., Webster, Kans., since 1927.
 Gowans, R. E., A. B. '05; A. M. '26; Prin. Jr.-Sr. H. S., Ottawa, Kans., since 1908.
 Gray, Cecil P., A. B. '25; Supt., Muscatat, Kans., since 1925.
 Green, Roy V., B. S. '18; Supt., Clyde, Kans., since 1923.
 Guthrie, Robert E., B. A. '17; Prin. Rural H. S., Wilmore, Kans., since 1927.

- Habiger, John P., A. B. '27; Prin. H. S., Lillis, Kans., since 1927.
- Halbower, H. H., B. S. '23; Prin. H. S., Kingman, Kans., since 1927.
- Hamer, Kenneth D., B. S. '26; Prin. H. S., Ellsworth, Kans., since 1926.
- Harmon, J. C., A. M. '25; 1424 Ruby Ave., Kansas City, Kans., since 1924.
- Harms, E. L., A. B. '25; Prin. Sr. H. S., Wellington, Kans., since 1927.
- Haus, Laurence, B. S. '27; Supt., Clements, Kans., since 1927.
- Hawk, Herbert E., A. B. '22; M. A. '24; Prin. Atchison County Community H. S., Effingham, Kans., since 1926.
- Hayes, C. B., A. B. '25; Prin., Rural H. S., Tescott, Kans., since 1926.
- Henderson, Lewis E., A. B. '16; Prin. Sr. H. S., Concordia, Kans., since 1923.
- Herzog, Paul H., B. S. '14; Prin. H. S., Galena, Kans., since 1922.
- Hickerson, F. R., A. B. '21; Prin. H. S., Holton, Kans.
- Hicks, Virginia Pierce, A. B. '13; Supt. Sch., Lakin, Kans., since 1927.
- Hicken, E. G., B. S. '20; Prin. Sr. H. S., Cherryvale, Kans., since 1927.
- Hodge, John A., A. B. '09; A. M. '10; Prin. Sumner H. S., Kansas City, Kans., since 1916.
- Holman, Flo E., B. S. '20; Prin., Mulberry, Kans., since 1923.
- Hutchinson, J. L., B. S. '15; Prin. Sr. H. S., Pittsburg, Kans., since 1911.
- Hyde, M. F., A. B. '18; A. M. '27; Prin. Jr. H. S., Lawrence, Kans., since 1928.
- Johnsten, Paul B., B. S. '20; Prin. H. S., Peabody, Kans., since 1927.
- Kappelman, G. B., B. S. '17; Prin. Rural H. S., Miltonvale, Kans., since 1923.
- Katterjohn, D. L., B. S. '96; A. B. '18; A. M. '19; Prin. LaHette County H. S., Altamont, Kans., since 1920.
- Ketterman, R. C., B. S. '15; Supt., Belvue, Kans., since 1926.
- King, J. P., A. B. '01; Prin. Northeast H. S., Kansas City, Kans., since 1923.
- Kissick, Claude, A. B. '22; Prin. H. S., Caldwell, Kans., since 1925.
- Knapp, Roy, Rozel, Kans.
- Kruger, Lewis D., B. S. '10; Prin., Rose-dale H. S., Kansas City, Kans., since 1921.
- Latta, H. A., B. S. '27; Prin., Cedar Vale, Kans., since 1927.
- Lawson, Chester E., A. B. '20; M. A. '23; Supt. Sch., Severance, Kans., since 1924.
- Leatherman, Frank, A. B. '23; Supt. Byers, Kans., since 1926.
- Lehman, Adin F., B. S. '22; Prin. Burling-ton, Kans., since 1925.
- Lennen, F. W., Supt., Arnold, Kans., since 1926.
- Lind, R. C., B. S. '23; Prin. Rural H. S., Gridley, Kans., since 1928.
- Linnerson, M. C., Supt. Sch., Bonner Springs, Kans.
- Lock, (Mrs.) Ethel, A. B. '11; Prin., Columbus, Kans., since 1923.
- Lockman, C. M., B. S. '17; M. A. '25; Dean Jr. College, Hutchinson, Kans., since 1926.
- Loganbill, J. H., A. B. '16; A. M. '24; Prin. Rural H. S., Spring Hill, Kans., since 1925.
- Loucks, Harold, B. A. '15; Prin. Jr. H. S., Arkansas City, Kans., since 1924.
- Magaw, William G., A. B. '97; A. M. '99; Prin. Lincoln Jr. H. S., Topeka, Kans., since 1917.
- Martin, Isaac V., A. B. '17; M. S. '26; Supt. Sch., Medicine Lodge, Kans., since 1924.
- Mayberry, Willard, B. S. '23; Prin. Sr. H. S., Great Bend, Kans., since 1925.
- McGregor, C. H., B. S. '25; Supt. Sch., Bloom, Kans., since 1925.
- McGuire, Willis C., B. S. '21; Prin. Rural H. S., Morrowville, Kans., since 1926.
- McMindes, Maude, B. S. '16; M. S. '27; Prin. H. S., Hays, Kans., since 1920.
- McMullen, William, A. B. '26; Prin. Rural H. S., Gaylord, Kans., since 1923.
- Meyer, Fred N., A. B. '12; Supt., Jewell City, Kans., since 1918.
- Miller, Lloyd M., A. B. '10; Prin. Shallow Water, Kans., since 1927.
- Morgan, D. A., B. S. '22; A. M. '27; Prin. Shawnee Mission Rural H. S., Merriam, Kans., since 1922.
- Morlan, Fay W., Barnes, Kans.
- Morris, M. D., B. S. '28; Prin. Rural H. S., Riley, Kans., since 1928.
- Mundell, F. A., A. B. '27; Prin. Reno Com-munity H. S., Nickerson, Kans., since 1918.
- Neece, L. B., B. S. '22; Prin. Rural H. S., Hamilton, Kans., since 1926.
- Nickel, Harry E., A. B. '23; Prin. Rural H. S., Buhler, Kans., since 1927.
- Nichols, (Mrs.) Mary E., Pd. B. '14; Prin. Jr. H. S., Garden City, Kans.
- Nystrom, Wendell C., A. B. '14; Prin. Community H. S., Norton, Kans., since 1921.
- Olney, Frank H., A. B. '91; Prin. Emeritus, Liberty Memorial H. S., Lawrence, Kans., since 1925.
- Ostenberg, W. M., A. B. '24; Prin. H. S., Eureka, Kans.
- Oyler, P. E., A. B. '20; Prin. Holliday Jr. H. S., Topeka, Kans., since 1927.
- Patterson, Glen E., B. S. '17; M. S. '25; Prin. Jr. H. S., Junction City, Kans., since 1926.
- Phillips, H. W., B. S. '19; Prin. Emmett, Kans., since 1926.
- Pihlblad, H. E., A. B. '18; Prin., Garfield, Kans., since 1926.
- Porterfield, W. C., Washburn Rural H. S., Topeka, Kans., since 1926.
- Postma, R. A., B. S., Supt., Bern, Kans., since 1921.
- Prather, T. Elvis, A. B. '25; Prin. Rural H. S., Inman, Kans., since 1927.
- Pritchard, E. H., B. A. '24; Prin., Bur-lingame, Kans., since 1927.
- Puffinbanger, J. P., B. S. '26; Prin. Severy, Kans., since 1927.
- Rankin, C. M., B. S. '22; M. S. '26; Supt. Sch., Kinsley, Kans., since 1925.
- Reed, Truman G., A. B. '16; Prin. Central Intermediate H. S., Wichita, Kans., since 1922.
- Reist, N. I., B. S. '21; M. A. '27; Prin. H. S., Olathe, Kans., since 1923.
- Rexroad, G. C., B. S. '09; Partridge, Kans., since 1922.
- Rhine, F. A., B. S. '96; Supt. Sch., Wathena, Kans., since 1926.
- Richard, J. Homer, A. B. '11; Reading, Kans.
- Sager, H. W., B. S. '27; Prin. Rural H. S., Montrose, Kans., since 1928.

Scarborough, Homer C., A. B. '20; Prin. Sr. H. S., Fredonia, Kans., since 1926.
Seaman, Fred A., Prin. Seaman Rural H. S., North Topeka, R. S. Kans., since 1920.
Seaman, W. M., A. B. '23; Supt., Washington, Kans., since 1926.
Shaw, W. F., B. '13; M. S. '20; Prin. Central Jr. H. S., Kansas City, Kans., since 1921.
Shideler, John W., Ph. B. '09; A. M. '21; The MacMillan Co., Topeka, Kans.
Shoemaker, O. E., B. S. '27; Prin. Rock Creek, Kans., since 1927.
Shughart, Charles L., B. S. '18; Prin. Rural H. S., Lansing, Kans., since 1925.
Skinner, W. H., B. A. '23; Prin. Rural H. S., Bagine, Kans.
Sloan, James C., B. S. '16; Prin. Trego Community H. S., Wakeeney, Kans., since 1922.
Smick, Caleb W., A. B. '24; B. S. '23; Prin. Decatur County H. S., Oberlin, Kans., since 1911.
Smith, O. O., A. B. '07; A. M. '27; Prin. Dickinson County Community H. S., Chapman, Kans., since 1919.
Stark, S. H., B. S. '21; Prin. Curtis Jr. H. S., Topeka, Kans.
Starkey, George E., B. S. '22; Prin., Centerville, Kans., since 1926.
Steinheimer, R. L., A. B. '15; M. A. '24; Prin. Sherman Jr. H. S., Hutchinson, Kans., since 1926.
Stevens, E. R., B. S. '18; M. S. '25; Prin. H. S., Independence, Kans., since 1926.
Stonecipher, J. E., B. S. '21; M. S. '27; Prin. Jr. H. S., Lawrence, Kans., since 1925.
Strange, Charles E. Jr., B. S. '26; Prin. Jr. H. S., Augusta, Kans., since 1926.
Sullivan, Frank T., B. S. Ed. '19; Prin. Rural H. S., Onaga, Kans., since 1924.
Taylor, Roy H., A. B. '25; Prin. Greengburg, Kans., since 1925.
Tewell, G. A., B. S. '18; Prin. Sr. H. S., Junction City, Kans., since 1926.
Thompson, William R., B. S. '15; M. S. Kans. State Tchrs. Col., Univ. of Kans. '24; Prin. Chase County Community H. S., Cottonwood, Kans., since 1922.
Thorpe, Bernard R., A. B. '18; Prin., Powhattan, Kans.
Townsend, Jane, B. S. '17; A. M. '24; Prin. H. S., Girard, Kans., since 1917.
Traxler, Arthur E., Wakefield, Kans.
Troup, Harold S., A. B. '24; Supt., Grenola, Kans.
Troxel, O. L., B. S. '14; M. A. '22; Ph. D. '26; Dean, Univ. of Wichita, Wichita, Kans., since 1926.
Trueblood, A. J., A. B. '16; Prin. H. S., Humboldt, Kans., since 1924.
Truesdell, Benjamin W., A. B. '02; B. S. '16; Vice Prin. H. S., Wichita, Kans., since 1915.
Tweedy, Ralph L., B. S. '25; Prin., Maple Hill, Kans., since 1927.
Uhrlaub, R. R., B. S. '18; Prin. Jr. H. S., McPherson, Kans., since 1924.
Unruh, H. B., A. B. '20; Prin. Sr. H. S., Anthony, Kans.
Vaniman, Laurence L., B. S. '24; Prin. Ellis, Kans., since 1927.
Van Slyke, Willard N., A. B. '14; A. M. '28; Prin. H. S., Topeka, Kans., since 1928.

Vaughan, T. H., 320 East Eleventh St., Winfield, Kans.
Vineyard, Jerry J., A. B. '21; A. M. '27; Prin. Sr. H. S., Paola, Kans., since 1926.
Walker, Lawrence M., A. B. '24; Prin. Rural H. S., Arlington, Kans., since 1926.
Wallace, J. W., B. S. '24; Prin. Rural H. S., Berryton, Kans., since 1924.
Waring, W. W., A. B. '14; A. M. '28; Prin. H. S., Salina, Kans.
Wellemeier, J. F., A. B. '06; A. M. '14; Prin. Central H. S., Kansas City, Kans., since 1924.
Wilcox, Verne R., A. B. '28; Prin. Simalair Twp. H. S., Lovewell, Kans., since 1928.
Wilson, George E., A. B. '16, Sterling Col.; Prin. Community H. S., St. Francis, Kans., since 1928.
Wolgast, D. E., B. S. '22; Prin. H. S., Marysville, Kans., since 1922.
Woodard, R. C., A. B. '08; Prin. H. S., Haviland, Kans., since 1920.
Woodard, W. E., A. B. '10; B. S. '10; Supt. Pub. Sch., Hugoton, Kans., since 1924.
Wright, Charles O., A. B. '20; A. M. '21; Prin. Jr.-Sr. H. S., Atchison, Kans., since 1924.
Wright, W. W., B. S. '17; Prin., Hope, Kans., since 1924.
Young, L. P., B. S. '22; Prin. Rural H. S., Elmdale, Kans.
Young, O. R., B. S. '16; M. A. '26; Prin. Jr. H. S., Leavenworth, Kans., since 1924.
Young, Ralph E., A. B. '26; Prin. Rural H. S., Rolla, Kans., since 1926.
Zentmyer, J. W., A. B. '14; B. S. '19; Prin. H. S., Horton, Kans., since 1926.

KENTUCKY

Atkin, Paris B., North Middletown, Ky.
Aloysius, Brother, St. Xavier's College, 118 W. Broadway, Louisville, Ky.
Angela, Mother M., Prin. Sacred Heart Academy, Louisville, Ky.
Arnett, Edgar, Elsmere H. S., Erlanger, Ky.
Barbara, Mother M., Prin. Bethlehem Academy, St. Johns, Ky.
Barronea, Sister, Prin. Immaculate Academy, Newport, Ky.
Berenice, Sister, B. A. '22; Prin. Bethlehem Acad., St. John, Ky., since 1911.
Birkhead, E. F., Winchester, Ky.
Blake, Charles W., Paynesville, Ky.
Blakely, Sister Jane Frances, Cardome Academy, Georgetown, Ky.
Brown, C. S., H. S., Morgan, Ky.
Browning, E. F. Jr., Maysville, Ky.
Bruner, J. F., Whitesville, Ky.
Cammack, J. W. Jr., LL. B. '24; Asst. Prin. University H. S., Lexington, Ky., since 1928.
Campbell, G. W., Prin. H. S., Corbin, Ky.
Carman, A. C., Athens H. S., R. R. 10, Lexington, Ky.
Carpenter, J. B., Male H. S., 1318 Willow Ave., Louisville, Ky.
Case, W. L., Prin. H. S., Cynthia, Ky.
Caywood, C. F., Supt. Sch., Bourbonville, Ky.
Caywood, J. A., B. S. '28; Prin. Crescent Springs Consolidated Sch., Covington, Ky., since 1925.
Chapin, Ernest P., M. E. '93, Cornell Univ.; D. Sc. '13, Kentucky State; Prin. du Pont Manual Training H. S., Louisville, Ky., since 1903.

- Christian, Price, Kirksville, Ky.
 Clark, R. W., Center, Ky.
 Clay, Henry M., Brandenburg, Ky.
 Columbia, Sister, St. Catherine's Academy, Lexington, Ky.
 Compton, C. D., Martin, Ky.
 Cooper, D. Talmadge, A. B. '17; M. A. '25; Prin. Washington Jr. H. S., Paducah, Ky., since 1925.
 Crick, H. W., Prin. H. S., Hellier, Ky.
 Currey, T. J., Prestonburg, Ky.
 Delaney, Rev. M. R., St. Stevens Church, New Port, Ky.
 Dickenson, L. T., A. B. '24; A. M. '25; Prin. H. S., Jamestown, Ky., since 1925.
 Drushel, G. E., Riverside Institute, Lost Creek, Ky.
 East, K. C., Sue Bennett Memorial Sch., London, Ky.
 Eddleman, J. C., Crittenden, Ky.
 Eller, Father P. J., College, St. Mary's, Ky.
 Faber, Sister M., Loretto H. S., Louisville, Ky.
 Fair, Jesse L., Pineville, Ky.
 Falls, J. D., H. S., Ashland, Ky.
 Flatt, H. O., State Y. M. C. A. Bldg., Louisville, Ky.
 Galloway, C. F., Stanford, Ky.
 Goble, J. L., A. B. '16; A. M. '26; Prin. H. S., Covington, Ky.
 Godman, Mark, State H. S. Inspector, Frankfort, Ky.
 Graham, V. Henry Clay H. S., Shelbyville, Route 6, Ky.
 Green, Elizabeth, Memorial Consolidated Sch., Canmer, Ky.
 Grise, P. M., Oakland, Ky.
 Haass, Marie, Delta Zeta H. S., Vest, Ky.
 Hamlett, P. L., H. S., Newport, Ky.
 Hanley, J. C., Sayre College, Lexington, Ky.
 Harris, Marshall, Science Hill, Ky.
 Hays, J. M. F., Glendale, Ky.
 Henry, Charles I., A. B. '22; A. M. '27; Prin. H. S., Madisonville, Ky., since 1922.
 Heslax, Marjorie, Prin. Collegiate Sch., Louisville, Ky.
 Holloway, J. B., Inspector H. S., Frankfort, Ky.
 Holman, George B., Calhoun, Ky.
 Hoover, J. L., Prin. H. S., Spottsville, Ky.
 Howard, Nan, A. B. '25; Academy, Winchester, Ky.
 Hurt, L. E., A. B. '11; B. S. '25; Prin. Consolidated Sch., Bremen, Ky., since 1923.
 Hutson, Woodfin, Wingo, Ky.
 Ignatius, Sister M., Academy, Nazareth, Ky.
 Jetton, W. C., A. B. '13; M. A. '24; Prin. Augusta Tilgham H. S., Paducah, Ky., since 1922.
 Johnson, Harrison B., Combs, Ky.
 Justina, Sister Marie, Holy Rosary Academy, Louisville, Ky.
 Keasling, W. R., Belvoir, Ky.
 Kelly, S. C., Supt. Sch., Everts, Ky.
 Kendall, Glenn, Prin. H. S., Smith's Grove, Ky.
 Kerr, W. B., Prin., Edmonton, Ky.
 King, Allilee, Washington H. S., Maysville, Ky.
 Koffman, Gladstone, A. B. '15; A. M. '28; Prin. H. S., Hopkinsville, Ky., since 1928.
 Lemonds, Alleen, Prin. Renaker H. S., Cynthiana Ky.
 Ligon, M. E., A. B. '05; A. M. '21; Prin. Univ. H. S., Lexington, Ky.
 Lowenstein, Fannie H., 82 Willow Terrace, Louisville, Ky.
 Martin, C. F., A. B. '88; Supt. Sch., Owingsville, Ky., since 1905.
 Mary Ann, Sister, Prin. St. Augustine H. S., Lebanon, Ky.
 Maynard, Fred, Fullerton, Ky.
 McConagha, R. A., Academy, Stanton, Ky.
 McConnell, Lela G., Mt. Carmel H. S., Lawson, Ky.
 McGinnis, Nina, Bowling Green, Ky.
 McKennie, A. K., Harrodsburg, Ky.
 Miller, A. P., Sacramento, Ky.
 Monson, Edith L., Prin. Oddville H. S., Cynthiana, Ky.
 Morgan, Bettie C., Leitchfield, Ky.
 Moss, M. M., Prin. H. S., Middlesboro, Ky.
 Neisz, Homer, H. S., Lewisburg, Ky.
 Noe, S. V., Eminence, Ky.
 Norris, D. H., Prin. H. S., Ludlow, Ky.
 North, Elizabeth, Cropper, Ky.
 Northington, L. A., Prin. H. S., Golden Pond, Ky.
 Oliver, T. W., Pikeville, Ky.
 Owen, B. M., Prin. H. S., Fordsville, Ky.
 Patricia, Sister, St. Joseph's Sch., Raywick, Ky.
 Peterson, H. T., Greensburg, Ky.
 Pfanstiel, E. E., Supt., Carlisle, Ky.
 Pilkenton, J. L., Clay, Ky.
 Pirtle, John C., Prin. H. S., Elizabethtown, Ky.
 Price, Robert E., Rogers H. S., Linton, Ky.
 Purdom, C. H., Somerset, Ky.
 Ramey, Oscar, Ford H. S., East View, Ky.
 Rankley, Harry R., Versailles, Ky.
 Ray, (Mrs.) W. C., Prin. H. S., Simpsonville, Ky.
 Regenstein, Anna B., Prin. Highlands H. S., Fort Thomas, Ky.
 Rice, D. K., Prin. H. S., Quicksand, Ky.
 Richmond, C. B., K. M. I., Lyndon, Ky.
 Roberts, M. V., Beattyville, Ky.
 Roberts, V. D., Co. H. S., Somerset, Ky.
 Robertus, Sister, Prin. St. Charles H. S., St. Mary, Ky.
 Rohn, Ross W., Ph. B. '16; M. A. '22; Prin. Jr. H. S., Owensboro, Ky., since 1924.
 Romuald, Sister M., Howardstown, Ky.
 Rudolph, L. L., Prin. H. S., Tompkinsville, Ky.
 Russell, (Mrs.) Sylvia, Baptist Inst., Oneida, Ky.
 Scott, F. A., Prin. H. S., Paris, Ky.
 Seay, Maurice F., A. B. '24; M. A. '26; Prin. H. S., Danville, Ky., since 1926.
 Sebastian, W. R., Prin. H. S., Vernon, Ky.
 Sharpe, Lucille D., McAfee, Ky.
 Shear, H. Ray, Prin. H. S., Frenchburg, Ky.
 Shelton, William A., West Point, Ky.
 Shipp, R. H., Pleasureville, Ky.
 Shirley, C. E., Prin. H. S., Worthville, Ky.
 Shutt, Charles Noble, A. B. '15; Dean, Academy, Berea College, Berea, Ky., since 1923.
 Smith, J. F., A. B. '22; Prin. Settlement Sch., Hindman, Ky., since 1925.
 Smith, John W., A. B. '25; Prin. Morgan Co. H. S., West Liberty, Ky., since 1927.
 Snapp, C. V., Supt., Van Lear, Ky.
 Snyder, J. F., Prin. H. S., Hazard, Ky.
 Sporing, T. B., H. S., Hopkinsville, Ky.
 Stevens, W. C., Smithfield, Ky.
 Strother, J. Park, First Creek Consolidated Sch., Blue Diamond, Ky.

Summerland, S. A., Prin. H. S., Mackville, Ky.
 Taylor, Elma, Prin. Pineville H. S., Morningview, Ky.
 Taylor, H. C., Supt., Paintsville, Ky.
 Teresa, Sister Agnes, Prin. Presentation Academy, Louisville, Ky.
 Terry, Julian, Monterey, Ky.
 Thompson, Paul T., Prin. Magoffin Inst., Salsersville, Ky.
 Tiller, C. L., A. B. '25; Supt. Sch., Cloverport, Ky.
 Tinsley, Samuel B., B. S. '92; Prin. Girls H. S., Louisville, Ky., since 1923.
 Triplett, Ishmael, Lackey, Ky.
 Turner, Charles, Prin. H. S., Pine Knot, Ky.
 Urick, Sister Mary, St. Catherine's Sch., New Haven, Ky.
 Vincentia, Sister M., Villa Madona Acad., Covington, Ky.
 Voegtle, Anna, Asst. Prin. Girls H. S., Louisville, Ky.
 Warren, C. O., B. S. '24; Prin. Heath H. S., Paducah, Ky., since 1927.
 Wesley, H. M., Prin. H. S., Sonora, Ky.
 Wesley, W. M., Burgin, Ky.
 Wethington, Sister Robertus, B. A. '25; Prin. St. Charles H. S., Lebanon, Ky.
 Widener, Louise W., Prin. Barnes H. S., Franklin, Ky.
 Williams, J. D., Falmouth, Ky.
 Woerner, Emma J., B. S. '05; M. A. '21; Prin. Atherton H. S. for Girls, Louisville, Ky., since 1924.
 Wolford, Feaster, Albany, Ky.
 Yankell, Louis A., Frances H. S., Marion, Ky.
 Yealey, A. M., Florence, Ky.

LOUISIANA

Arnett, S. P., B. S. '19; Prin. H. S., Kinder, La., since 1922.
 Boyes, J. M., A. B. '26; Prin. H. S., Vinton, La., since 1928.
 Brame, S. M., A. B. '02; Prin. Bolton H. S., Alexandria, La., since 1902.
 Ford, Gervais W., A. B. '25; Prin. H. S., Lake Charles, La., since 1926.
 Garrett, Homer L., Louisiana State Univ., Baton Rouge, La.
 Koffman, Grover C., A. B. '10; M. A. '11; Prin. H. S., Shreveport, La.; since 1919.
 Perry, Ruby V., B. E., M. A., '24; B. C. S.; Prin. Joseph Kohn H. S. of Commerce, New Orleans, La.
 Riehm, Lenual S., Ph. B. '21; Prin. H. S., White Castle, La., since 1926.
 Staples, S. J., Supt. H. S., Welsh, La.
 Stinson, M. H., A. B. '27; Prin. H. S., Melville, La., since 1918.
 Tubre, B. S. '23; Prin. H. S., Boyce, La., since 1920.

MAINE

Abbott, Floyd M., Acad., Patten, Me.
 Abernethy, T. J., A. B. '17; Prin. Stephens H. S., Rumford, Me., since 1925.
 Addison, Loring R., Columbia Falls, Me.
 Allen, Alden W., B. S. '16; Prin. H. S., Millinocket, Me., since 1924.
 Anderson, Hayden L. V., Jr. H. S., Gorham, Me.
 Andrews, Harold P., Bridgton Acad., North Bridgton, Me.

Beal, George E., A. B. '16; Prin. H. S., South Portland, Me., since 1925.
 Biggers, Elmer R., Guilford, Me.
 Blackwood, Harold F., H. S., Stonington, Me.
 Blaisdell, Joseph E., Rockland, Me.
 Blake, H. A., A. B. '02; Prin. N. H. Fay H. S., Dexter, Me., since 1919.
 Bryant, George F. L., B. S. '17; Prin. Lawrence H. S., Fairfield, Me., since 1927.
 Burnham, Harry H., A. B. '86; A. M. '90; Prin. H. S., Biddeford, Me., since 1919.
 Butler, John Joseph, A. B. '17; Prin. Jordan Sr. H. S., Lewiston, Me., since 1924.
 Callista, Sister Mary, Cathedral H. S., Portland, Me.
 Carolyn, Sister Mary, St. Joseph's Acad., Portland, Me.
 Carpenter, Roland J., B. S. '22; Prin. Aristook Central Inst., Mars Hill, Me.
 Chaplin, Joseph B., B. S. '21; Prin. Jr.-Sr. H. S., Newport, Me., since 1924.
 Crane, Percy F., B. S. '17; Prin. Washington Acad., East Machias, Me., since 1921.
 Crooker, Homer E., A. B. '17; Headmaster, Berwick Acad., South Berwick, Me., since 1920.
 Cunningham, George, Jefferson, Me.
 Cunningham, F. S., H. S., Presque Isle, Me.
 Davis, Ulmer W., H. S., Machias, Me.
 Dempsey, Harold N., B. S. '20; Prin. H. S., Dennysville, Me., since 1924.
 De Wever, James, B. S. '17; Prin. H. S., Howland, Me., since 1926.
 Donovan, S. M., Cheverus Classical H. S., Portland, Me.
 Drisko, Frank E., H. S., Milbridge, Me.
 Duffey, Sister Mary Augusta, Catholic H. S., Orono, Me.
 Durepo, Levi G., Prin. H. S., Rumford Point, Me., since 1924.
 Foster, Hoyt Davis, B. Pd. '16; M. A. '24; Prin. H. S., Orono, Me., since 1923.
 Freeman, Helen, North Berwick, Me.
 Froberger, Geo. A. J., Hallowell, Me.
 Fuller, Carleton S., A. B. '15; Prin. Jr.-Sr. H. S., Fort Fairfield, Me.
 Garcelon, A. A., Kennebunkport, Me.
 Gastonguay, Hilariou, B. S. '22; Prin. H. S., Lubec, Me., since 1925.
 Gillis, Minnie, Prin. H. S., Baileyville, Me., since 1925.
 Gonzaga, Sister Mary, B. A. '25; M. A. '28; Prin. Mt. Merici Acad., Waterville, Me., since 1918.
 Goodrich, Merton T., B. S. '09; M. A. '12; Prin. Acad., Monson, Me., since 1926.
 Gordon, Eugene B., A. B. '14; Prin. H. S., Brewer, Me., since 1924.
 Gould, Clarence N., B. S. '19; Prin. H. S., Buckfield, Me., since 1923.
 Greene, John W., Prin. H. S., Ashland, Me.
 Greene, Victor N., Searsport, Me.
 Griffin, Stephen A., A. B. '22; Prin. H. S., Livermore Falls, Me., since 1927.
 Hale, W. W. Jr., H. S., Easton, Me.
 Hanscom, Frank E., A. M., '07, Bowdoin Col., Prin. Gould Acad., Bethel, Me., since 1897.
 Harriman, Lester B., Cornish, Me.
 Harthorn, Drew T., A. B. '94; A. M. '97; L. H. D. '26; Prin. Coburn Classical Institute, Waterville, Me., since 1912.
 Haskell, Ernest E., Anson Acad., North Anson, Me.
 Hayes, Roy M., Ricker Classical Inst., Houlton, Me., since 1926.

- Herbert, Lyonel, Ft. Kent, Me.
 Holman, Wallace F., Madison, Me.
 Hooper, John L., Jr. H. S., Auburn, Me.
 Howland, Charles F., A. B. '90; H. S., Farmington, Me.
 Huckins, Leroy Sargent, B. S. '22; Prin. H. S., Winthrop, Me., since 1926.
 Hunt, Ralph L., Acad., Hebron, Maine.
 Hyde, Stanley W., North Yarmouth Acad., Yarmouth, Me.
 Ingraham, Herbert S., A. B. '22; Prin. H. S., Brunswick, Me.
 Jacobs, Robert L., B. S. '24; Prin. Merrill H. S., Smyrna Mills, Me., since 1927.
 Jellison, Arthur W., Prin. H. S., Boothbay Harbor, Me., since 1925.
 Johnson, Pearl E., East Millinocket, Me.
 Johnston, Fred R., Masardis, Me.
 Kane, Kenneth, Winter Harbor, Me.
 Kassay, John J., Guilford, Me.
 King, Delmar H., Acad., Cherryfield, Me.
 Kolouch, Joseph E., Mapleton, Me.
 La Casce, Elroy O., B. A. '14; Prin. Acad., Fryeburg, Me., since 1921.
 Ladd, Harland S., Brownville Junction, Me.
 Lambert, Milton B., A. B. '13; Prin. H. S., Houlton, Me., since 1923.
 Lewin, Harry E., A. B. '20; Princeton, Me.
 Lewis, James A., B. S. '15; Prin. H. S., Westbrook, Me., since 1922.
 Libbey, Dwight L., A. B. '20; Prin. H. S., West Paris, Me., since 1922.
 Linscott, Walter L., Ashland, Me.
 Lord, George E., H. S., Rumford, Me.
 Lord, N. S., A. B. '03; Prin. Bridge Acad., Dresden Mills, Me., since 1906.
 Lothrop, Norman D., A. B. '17; M. A. '27; Prin. Milton Laforest Williams H. S., Oakland, Me., since 1924.
 Lowe, Arthur W., A. B. '00; Prin. H. S., Portland, Me., since 1922.
 Lyseth, Harrison C., State House, Augusta, Me.
 Madden, Clarence, Warren, Me.
 March, Lindsay J., A. B. '21; A. M. '23; Prin. Foxcraft Acad., Dover-Foxcraft, Me., since 1923.
 Mary, Sister, Sacred Heart H. S., Van Buren, Me.
 Mathews, Norman L., B. S. '16; Prin. Sr. H. S., Waterville, Me., since 1921.
 McGraw, Earl C., B. A. '22, Univ. of Me.; M. A. '27, Bates Col.; Prin., Acad., Hampden, Me., since 1922.
 McLaughlin, S. J., A. B. '24; A. M. '26; Prin. Besse H. S., Albion, Me., since 1924.
 Michels, Nellie B., A. B. '97; A. M. '10; Prin. H. S., Searsmont, Me., since 1926.
 Monroe, John, Monroe, Me.
 Moulton, L. E., A. B. '93; Ped. D. '20; Prin. Edward Little H. S., Auburn, Me., since 1909.
 Mushroe, H. Lea, A. B. '24; Prin. Acad., Calais, Me., since 1925.
 Norton, Carroll P., A. B. '25; Prin. Bristol H. S., Feroquid, Me., since 1927.
 Noyes, Malcolm P., Steuben, Me.
 Oliphant, Harold D., Country Day School, Portland, Me.
 Owen, R. E., B. S. '14; Prin. Oak Grove Seminary, Vassalboro, Me., since 1918.
 Parker, Chester R., Bluehill, Me.
 Partridge, John A., A. B. '04; Prin. H. S., Caribou, Me., since 1922.
 Peakes, Lawrence A., Strong, Me.
 Peck, Ralph E., A. B. '18; A. M. '23; Ph. D. '25; Headmaster, Seminary, Bucksport, Me., since 1923.
 Perkins, Everett V., A. B. '05; Prin. Cony H. S., Augusta, Me., since 1923.
 Philbrook, Milton, Westbrook, Me.
 Piper, Frank S., Parsonsfield Acad., Kezar Falls, Me.
 Pottle, A. Moulton, Acad., Lee, Me.
 Prock, Granville A., A. B. '07; Prin. H. S., Islesboro, Me., since 1926.
 Proctor, Clarence W., A. B. '98; Prin. H. S., North Windham, Me.
 Purington, George C., Sanford, Me.
 Purinton, Edwin M., A. B. '19; A. M. '25; Prin. Maine Central Inst., Pittsfield, Me., since 1925.
 Rawson, S. J., A. B. '14; Prin. H. S., Mexico, Me., since 1911.
 Richardson, Ivan M., Richmond, Me.
 Robinson, V. H., H. S., Oldtown, Me.
 Rollins, Willis K., Joy, Me.
 Russell, Clyde E., B. A. '22; M. A. '26; Prin. Jr.-Sr. H. S., Winslow, Me., since 1924.
 Safford, Agnes M., O. B. '92; Emerson Col. of Oratory; Prin. Westbrook Jr. Col., Portland, Me., since 1925.
 Sanderson, A. G., Southwest Harbor, Me.
 Sampson, Verdal, Norway, Me.
 Sanborn, Leon M., B. S. '27; Prin. H. S., Abbot, Me., since 1927.
 Sanderson, R. G., Abbot, Me.
 Saunders, R. J., A. B. '24; Prin. H. S., Oxford, Me., since 1924.
 Scott, Arthur B., B. A. '17; Prin. Morse H. S., Bath, Me., since 1924.
 Sewall, Charles S., Acad., Wiscasset, Me.
 Shaw, Charles C., A. B. '03; A. M. '23; Prin. H. S., Gorham, Me., since 1905.
 Simpson, William A., B. S. '17; B. A. '23; Prin. H. S., Washburn, Me., since 1923.
 Sinclair, R. M., Caratunk Plantation, Me.
 Small, Harrison E., Castine, Me.
 Smith, Charles Lester, A. B. '07; Prin. William G. Crosby H. S., Belfast, Me., since 1923.
 Spear, Earl M., Waldoboro, Me.
 Stone, Frank G., A. B. '19; Prin. H. S., Ellsworth, Me.
 Sturtevant, Lewis C., Thomaston, Me.
 Sylvia E., Sister M., John Baptist H. S., Bangor, Me.
 Taylor, Charles E., A. B. '11; Prin. H. S., Bangor, Me., since 1923.
 Tilton, Elihu B., Rangeley, Me.
 Tracy, Clifton M., H. S., Eliot, Me.
 Tupper, Ernest H., Acad., Litchfield, Me.
 Turner, Perley S., B. S. '21; Prin. H. S., Skowhegan, Me., since 1924.
 Varney, Laurence B., B. S. '22; Prin. Shead Memorial H. S., Eastport, Me., since 1924.
 Verrill, Elmer R., H. S., Buxton, Me.
 Watkins, T. W., A. B. '06; Ed. M. '22; Prin. Maine Wesleyan Seminary, Kent's Hill, Me., since 1923.
 West, Louis J., A. B. '96; Prin. H. S., Bar Harbor, Me., since 1921.
 Weymouth, Milton W., Potter Academy, Sebago, Me.
 Wing, William E., A. B. '02; Prin. Deering H. S., Portland, Me., since 1919.
 Wood, Carlton P., Prin. H. S., Camden, Me., since 1922.
 Woodbury, E. R., A. B. '95; A. M. '06; Prin. Thornton Acad., Saco, Me.
 Woodman, Orlando C., A. B. '16; Prin. H. S., Gardiner, Me., since 1927.
 Wormlight, Verner J., Acad., Freedom, Me.

MARYLAND

Becker, Ernest J., A. B. '94; Ph. D. '98; Prin. Western H. S., Baltimore, Md., since 1921.
 Cairns, Laura J., A. B. '07; Prin. Eastern H. S., Baltimore, Md., since 1924.
 Cowie, George H. Jr., H. S., Hancock, Md.
 Dehuff, Wilmer A., C. E. '10; Prin. Polytechnic Inst., Baltimore, Md., since 1921.
 Ebaugh, Mary O., A. B. '07, Goucher Col.; A. M. '21, Johns Hopkins; Assoc. in Ed., Western Maryland Col., Westminster, Md., since 1926.
 Hall, R. Milton, B. S. '15; A. M. '16, Tchs. Col., Columbia Univ.; Prin. Florence Nightingale Jr. H. S., Baltimore, Md., since 1925.
 Hawkins, Mason A., A. B. '01; M. A. '10; Prin. Douglass Sr.-Jr. H. S., Baltimore, Md., since 1909.
 Heisey, Victor D., A. B. '19; Prin. Jr.-Sr. H. S., Cumberland, Md., since 1926.
 Isanoglie, Alvey M., A. B. '98, St. Johns Col.; A. M. '24, Johns Hopkins; Prof. of Ed., Western Maryland Col., Westminster, Md., since 1920.
 Kopp, Charles L., A. M. '25; Allegany H. S., Cumberland, Md.
 Larmore, Lloyd L., B. S. '16; Prin. H. S., Hurluck, Md., since 1921.
 Morris, K. J., Prin. H. S., Hyattsville, Md., since 1914.
 Pratt, Harry T., A. B. '22; A. M. '24; Prin. Dunbar Jr. H. S., Baltimore, Md., since 1928.
 Pullen, Thomas G. Jr., B. A. '17; M. A. '25; Prin. H. S., Catonsville, Md., since 1926.
 Schott, L. Fletcher, B. S. '25; M. A. '28; Prin. Montgomery Co. H. S., Rockville, Md., since 1926.
 Stayer, Franklin A., A. B. '18; Prin. H. S., East New Market, Md., since 1925.
 Weglein, David E., A. B. '97; A. M. '12; Ph. D. '16; Supt. Schs., Baltimore, Md., since 1925.

MASSACHUSETTS

Akers, Winfred C., A. B. '93; Headmaster H. S., Brookline, Mass., since 1913.
 Alden, Lester F., A. B. '06; Prin. H. S., West Newbury, Mass., since 1928.
 Allen, David J., Ph. B. '08; Prin. H. S., Wayland, Mass., since 1918.
 Anderson, James G., A. B. '14; Prin. H. S., West Midway, Mass., since 1918.
 Andrews, Calvin H., B. S.; Prin. H. S. of Commerce, Worcester, Mass., since 1893.
 Appleton, William Bigelow, A. B. '13; Prin. H. S., Leominster, Mass.
 Archibald, Herbert H., Prin., Norwood, Mass.
 Armstrong, J. Harding, A. B. '07; A. M. '08; Prin. H. S., Westborough, Mass.
 Avery, John A., A. B. '91; Headmaster H. S., Somerville, Mass., since 1905.
 Bacon, Paul Valentine, A. B. '98; Harvard, Editor-in-chief Allyn and Bacon, Boston, Mass., since 1912.
 Baird, Paul R., A. B. '12; A. M. '15; Prin. H. S., Ludlow, Mass., since 1927.
 Baker, J. Murray, South Chatham, Mass.
 Bartlett, Roland M., Ph. B. '10; Prin. Searles H. S., Great Barrington, Mass., since 1924.

Bassett, Paul A., B. S. '18; Prin. H. S., Gardner, Mass., since 1924.
 Bean, Orel M., A. B. '10, Bates Col.; Prin. H. S., Woburn, Mass., since 1910.
 Beatley, Bancroft, A. B. '15; A. M. '16; Ed. D. '23; Asst. Prof. of Ed. Harvard Univ. Grad. Sch. of Ed., Cambridge, Mass., since 1920.
 Bickford, Faith, Prin. Sea Pines School of Personality, Brewster on Cape Cod, Mass., since 1907.
 Boody, Louis M., A. B. '90; Prin. Barnstable H. S., Hyannis, Mass., since 1895.
 Briggs, Elizabeth M., Bx. C, So. Dartmouth, Mass.
 Brown, Clyde F., Millis, Mass.
 Brown, William Howard, A. B. '16; A. M. '22; Prin. Sr.-Jr. H. S., Amherst, Mass., since 1921.
 Bubar, Raleigh B., B. S. '19; Prin. Alonzo K. Learned H. S., Holden, Mass., since 1925.
 Buchanan, Walter G., B. S. '18; H. S., Methuen, Mass.
 Burke, Arthur N., A. B. '89; Prin. Sr. H. S., Waltham, Mass., since 1924.
 Burns, Raymond M., A. B. '19; Prin. H. S., North Brookfield, Mass., since 1924.
 Campbell, George P., A. B. '00; Ed. M. '23; Prin. H. S., Marblehead, Mass., since 1906.
 Campbell, Gilman H., A. B. '04; Ed. M. '25; Prin. H. S., North Easton, Mass., since 1919.
 Campbell, Patrick T., A. B. '93; Headmaster Pub. Latin Sch., Boston, Mass., since 1920.
 Candlin, Albert, Chestnut Sch., Springfield, Mass.
 Carroll, Charles V., A. B. '08; Prin. B. M. C. Durfee H. S., Fall River, Mass., since 1925.
 Caverly, Ernest R., A. B. '15; A. M. '27; Prin. Drury H. S., North Adams, Mass., since 1926.
 Chalmers, James A., A. B. '09; Prin. H. S., Fitchburg, Mass., since 1928.
 Chapin, Frederick E., Randolph, Mass.
 Chapman, Leland H., B. T. E. '24; Prin. Lyman H. S., Ashby, Mass., since 1927.
 Clark, Edward R., A. B. '02; Supt. H. S., Winthrop, Mass., since 1915.
 Cleveland, Leslie L., Prin. Latin & H. S., Cambridge, Mass.
 Clow, Arlington I., A. B. '25; Headmaster H. S., Haverhill, Mass., since 1915.
 Coady, Kempton J., A. B. '14; Prin. H. S., Bourne, Mass., since 1922.
 Cobb, Eben S., Clinton, Mass.
 Collins, Ernest L., A. B. '98; Headmaster Sr. H. S., Quincy, Mass., since 1912.
 Comery, Sanford B., A. B. '13; Prin. H. S., Belmont, Mass., since 1921.
 Conant, Howard, A. B. '92; A. M. '98; Prin. H. S., Holyoke, Mass., since 1906.
 Cottle, William E., A. B. '20; Ed. M. '28; Prin. Jr.-Sr. H. S., So. Hamilton, Mass., since 1926.
 Cowing, William A., A. B. '04; Prin. H. S., West Springfield, Mass., since 1916.
 Coyle, James P., Caswell Sch., Taunton, Mass.
 Creelman, Fred N., Brimfield, Mass.
 Cummings, Allen C., A. B. '92; A. M. '95; Prin. H. S., South Hadley Falls, Mass., since 1919.
 Curtis, Charles L., Groton, Mass.

- Cutler, Nathaniel A., A. B. '91; Prin. H. S., Athol, Mass., since 1920.
- Dana, Ernest B., Prin. H. S., Sterling, Mass.
- Darby, Ronald J., Hingham, Mass.
- Davis, Blynn Edwin, B. S. '13; Prin. The Lawrence H. S., Falmouth, Mass., since 1921.
- Davis, Dwight S., Prin. H. S., Orange, Mass.
- Davis, Jesse B., A. B. '95; A. M. '16; Litt. D. '22; Prof. of Ed., Boston Univ., Newton Centre, Mass., since 1927.
- Denham, John E., A. B. '01; A. M. '05; Headmaster Girls' H. S., Boston, Mass., since 1925.
- Dickey, George C., B. S. '14; Ed. M. '24; Prin. H. S., Fairhaven, Mass., since 1919.
- Dickson, Myrtle C., Headmaster Memorial H. S. for Girls, Boston, Mass., since 1926.
- Dillon, Mary J., Prin. George S. Taylor Sch., Chicopee Falls, Mass., since 1920.
- Downey, James E., A. B. '97; A. M. '05, Amherst; A. M. '12, Harvard Univ.; A. M. '13, Boston Col.; Headmaster H. S. of Commerce, Boston, Mass., since 1910.
- Downey, Walter F., A. B. '06, Amherst Col.; A. M. '21, Harvard Univ.; Headmaster English H. S., Boston, Mass., since 1922.
- Earle, Milton E., Westport, Mass.
- Easter, Robert S., A. B. '15; Ed. M. '28, Harvard Univ.; Prin. H. S., Foxboro, Mass.
- Eaton, E. J., A. B. '04; A. M. '19; Boston Univ., Boston, Mass.
- Eaton, Ralph A., A. B. '08; Prin. H. S., Dedham, Mass., since 1918.
- Ellis, Carlos B., M. A. '28; Prin. H. S. of Commerce, Springfield, Mass., since 1910.
- Fenner, Harold L., Prin. Classical H. S., Worcester, Mass.
- Fenno, Stanley W., B. S. '04; Prin. H. S., Gardner, Mass., since 1920.
- Fitzgerald, Christopher A., A. B. '09; Prin. H. S., Chicopee, Mass., since 1921.
- Furber, Alan Winslow, B. S. '20; Prin. H. S., Maynard, Mass., since 1924.
- Gammons, Herman, Arlington, Mass.
- Gifford, Flavel M., Prin. Smith Acad., Hatfield, Mass.
- Gifford, Willis B., Norwell, Mass.
- Gilbert, George H. Jr., B. A. '14; Ed. M. '28; Prin. Wellesley Sr. H. S., Wellesley Hills, Mass., since 1919.
- Gilgan, Herbert F., Provincetown, Mass.
- Goodwin, Martin F., A. B. '99; Prin. H. S., Concord, Mass., since 1918.
- Grant, Francis V., B. S. '21; Prin. H. S., Williamstown, Mass.
- Gray, Lee T., H. S., Swampscott, Mass.
- Greenfield, Melvin L., H. S., Ware, Mass.
- Grindle, Wade L., Winchester, Mass.
- Grover, Chester M., Charlestown H. S., Boston, Mass.
- Haggard, Roy S., B. S. '11; Denison Univ.; Ed. M. '28, Harvard; Prin. H. S. Stoughton, Mass., since 1925.
- Hall, Clifford R., Natick, Mass.
- Hall, Walter F., A. B. '09; A. M. '10; Ed. M. '24; Prin. H. S., Canton, Mass., since 1923.
- Hamblin, Nathan C., Prin. H. S., Andover, Mass., since 1910.
- Hapgood, Ernest G., Girls' Latin School, Boston, Mass.
- Harris, Henry H., A. B. '91; A. M. '92; Headmaster H. S., Lowell, Mass., since 1919.
- Hartford, Alton Harrison, A. B. '06; Prin. H. S., Medfield, Mass., since 1919.
- Hawkes, F. P., Ph. D. Jr. H. S. West, Arlington, Mass.
- Hill, William C., A. B. '94, Brown Univ.; A. M. '12, Brown Univ.; A. M. '23, Harvard Univ.; Prin. Central H. S., Springfield, Mass., since 1910.
- Hilton, Frederick W., A. B. '16; Prin. H. S., E. Weymouth, Mass., since 1911.
- Hodge, Frederick M., A. B. '24; Ed. M. '25; Prin. H. S., Hyannis, Mass.
- Holmes, Clarence W., Ph. B. '05; Prin. H. S., East Douglas, Mass., since 1918.
- Holt, Frank E., B. S. '06; Supt. of Sch., Whitman, Mass., since 1922.
- Hood, Joseph Turner, Jr., A. B. '16, Olivet Col.; Ed. M. '28, Boston Univ.; Prin. H. S., Wilmington, Mass., since 1928.
- Howe, Carlton D., A. B. '98; M. S. '05; Prin. Jr. and Sr. H. S., Adams, Mass., since 1924.
- Hutchins, J. W., A. B. '78; A. M. '81; Prin. H. S., Malden, Mass., since '88.
- Jenkins, Thornton, A. B. '96; A. M. '97; Headmaster H. S., Malden, Mass., since 1915.
- Jordon, James L., A. B. '08; Prin. H. S., Braintree, Mass., since 1918.
- Kadesch, J. Stevens, A. B. '10; Headmaster H. S., Medford, Mass., since 1921.
- Kelsey, Edmund D., B. S. '17; Prin. H. S. and Center Sch., Rutland, Mass., since 1927.
- Kempton, Donald E., Dover, Mass.
- King, James P., Prin. H. S., Stow, Mass.
- Kirby, Gladys B., Westport, Mass.
- Knight, Melvin C., Wilmington, Mass.
- Lacey, Maurice J., A. B. '04; A. M. '20; Head Master, Jamaica Plain H. S., Boston, Mass., since 1919.
- Lamb, Charles B., A. B. '97; Prin. H. S., Groveland, Mass., since 1925.
- Larrabee, Harvard P., B. S. '22; Prin. H. S., Somerset, Mass., since 1928.
- Lawley, Evelyn G., A. B. '22; A. M. '23; Prin. H. S., Northfield, Mass., since 1927.
- Lawrence, Charles W., Acton, Mass.
- Lawton, Ernest J., B. S. '10, Amherst Col.; Prin. H. S., Palmer, Mass., since 1928.
- Lindell, Nils G., West Bridgewater, Mass.
- Lobban, James A., A. B. '98; A. M. '99; Prin. Bartlett H. S., Webster, Mass., since 1903.
- Locke, Cyril D., Billerica, Mass.
- Lunt, Mabel Emma, Prin. Jr. H. S., Amesbury, Mass.
- Lusk, Mary C., Lexington, Mass.
- MacGregory, Albert C., Ph. D. '93; Master H. S., Brockton, Mass., since 1897.
- Mack, Alfred R., Ph. B. '22; Prin. Memorial H. S., Middleboro, Mass., since 1926.
- MacLeod, Earle H., B. S. '19; Prin. H. S., Walpole, Mass.
- Magoon, Mayo M., Framingham, Mass.
- Marsden, Geo. C., A. B. '14; Ed. M. '25; Prin. Jr.-Sr. H. S., Milton, Mass., since 1927.
- Marsh, Harry B., Technical H. S., Springfield, Mass.
- Matthews, John O., Jr. H. S. Centre, Arlington, Mass.
- Maxim, H. Charles, Plainville, Mass.
- Merrill, Bert L., Oak Bluffs, Mass.
- Merrill, Evan W. D., Marlboro, Mass.

- Merrill, Lee S., Kingston, Mass.
 Merry, Bion C., A. B. '02; Prin. H. S., Warcham, Mass.
 Millar, Clifford W., A. B. '10; A. M. '11; Prin. Story H. S., Manchester, Mass., since 1923.
 Miller, Frederick W., B. S. '18, St. Lawrence Univ.; M. Ed. '27, Harvard Univ.; Prin. H. S., Holliston, Mass., since 1924.
 Miller, W. Henry, Henry Ford Jr. H. S., Fall River, Mass.
 Mitchell, Fred C., B. S. '00; M. A. '06; Prin. Classical H. S., Lynn, Mass., since 1915.
 Morse, Frank P., A. B. '90; A. M. '01; Supv. of Sec. Ed., State Dept. of Ed., Boston, Mass., since 1923.
 Mott, Arthur J., A. B. '16; Prin. H. S., North Attleboro, Mass., since 1921.
 Mugan, Mary A. S., Asst. Supt. Sch. Dept., Fall River, Mass.
 Nickerson, Paul S., A. B. '13; A. M. '14; Prin. H. S., Palmer, Mass., since 1926.
 O'Brien, Katherine A., Sandwich Sr. Jr. H. S., Plymouth, Mass.
 O'Gorman, J. Leo, A. B. '04; A. M. '14; Prin. H. S., Worcester, Mass., since 1923.
 O'Leary, Lawrence J., B. L. '01; Headmaster H. S., Lawrence, Mass., since 1923.
 Orcutt, Leon M., B. A. '20; Prin. Sylvester H. S., Hanover, Mass., since 1924.
 Palmer, Irving O., A. M. '90; Prin. H. S., Newton, Mass., since 1924.
 Patty, Albert T., B. S. '13; Prin. H. S., Franklin, Mass., since 1924.
 Pearce, John A. W., B. S. '15; Prin. H. S., Oxford, Mass., since 1920.
 Peltier, Louis J., A. B. '12; A. M. '22; Prin. Memorial H. S., Shrewsbury, Mass., since 1923.
 Peterson, Charles J., A. B. '07; Headmaster H. S., Wakefield, Mass., since 1919.
 Pethybridge, Charles E., B. S. '26; Prin. H. S., Topsfield, Mass., since 1924.
 Phipps, Harrie J., B. S. '03; Ed. M. '21; Supt. of Sch., Whitinsville, Mass., since 1922.
 Pierce, Arthur E., 27 Francis St., Brookline, Mass.
 Pierce, Frederick H., A. B. '08; Prin. H. S., Beverly, Mass., since 1924.
 Pittaway, William B. S. '14; Prin. H. S., Ashland, Mass., since 1919.
 Plummer, Frederic W., A. B. '91; A. M. '94; Pd. D. '17; Headmaster H. S., Northampton, Mass., since 1918.
 Pollard, William F., A. B. '13; Ed. M. '24; Prin., Needham, Mass.
 Porter, Chester T., A. B. '96; Prin. Classical H. S., Worcester, Mass., since 1917.
 Power, William D., A. B. '20; A. M. '27; Prin. Jr. H. S., Arlington, Mass., since 1926.
 Pratt, Ernest W., Milbury, Mass.
 Quinn, James J., A. B. '12; A. M. '14; Supt. of Sch., Winchester, Mass., since 1923.
 Quirk, Thomas J., A. B. '15; A. M. '19; Prin. H. S., Milford, Mass., since 1920.
 Randall, Charles S., B. S. '16; Prin. H. S., Norton, Mass., since 1921.
 Reed, James P., Hadley, Mass.
 Regan, John W., Boy's H. S., Dorchester, Mass.
 Richardson, Bertram C., East Boston, Mass.
 Richter, Herman W., A. B. '13; Prin. H. S., Bridgewater, Mass., since 1925.
 Ring, Alvah O., B. S. '25; Prin. H. S., Groveland, Mass., since 1928.
 Ringer, Wilfred H., B. A. '08; Prin. H. S., Gloucester, Mass., since 1920.
 Ritchie, Edmund C., Prin. of Grades, Dartmouth, Mass.
 Robinson, Everett W., B. A. '10; M. A. '16; Prin. Sr. H. S., Mansfield, Mass., since 1924.
 Rockwood, Wilbur J., B. L. '85; Prin. Sr. H. S., Everett, Mass., since 1893.
 Rollins, Arthur S., Lancaster, Mass.
 Rondenbush, William C., A. B. '95; Prin., Acad., Westford, Mass., since 1912.
 Rye, Lewis E., A. B. '08; Hdmstr. H. S., Brockton, Mass., since 1926.
 Saben, Alfred L., Littleton, Mass.
 Safford, Adelbert L., A. B. '89; A. M. '92; Supt. Sch., Reading, Mass., since 1913.
 Sampson, Walter H. S., Middleboro, Mass.
 Sargent, Annie L., Prin. Johnson H. S., North Andover, Mass., since 1921.
 Scarborough, Paul C., Prin. Warren Jr. H. S., West Newton, Mass.
 Shipman, Wayne M., A. B. '10; Ed. M. '27; Prin. H. S., Plymouth, Mass., since 1927.
 Simmons, Lester W., Chester, Mass.
 Smith, Cyril C., H. S., Bx. 178, Barnstable, Mass.
 Smith, Edgar Burr, A. B., Amherst, Col., '94; Prin. H. S., Greenfield, Mass., since 1918.
 Smith, Henry L., Lenox, Mass.
 Smith, Ivan G., A. B. '09; A. M. '20; Prin. Holten H. S., Danvers, Mass., since 1922.
 Smith, Maurice B., A. B. '95; Prin. Classical H. S., Salem, Mass., since 1920.
 Spalding, Walter B., B. B. A. '26; Prin. H. S., Charlton, Mass., since 1927.
 Sprague, William D., A. B. '94; Prin. H. S., Melrose, Mass., since 1918.
 Staples, Guy B., Prin. H. S., Winchendon, Mass.
 Stearns, Frederick C., 49 Glenn St., Adams, Mass.
 Stephens, Ernest, B. A. '10; Ed. M. '27; Deputy Supt. of Sch., Lynn, Mass., since 1919.
 Stephenson, Charles L., B. S. '17; Prin. H. S., Lee, Mass., since 1922.
 Stevens, Harry R., B. S. '11; Prin. H. S., Grafton, Mass., since 1917.
 Stewart, Herbert D., A. B. '01; Prin. H. S., Orleans, Mass., since 1908.
 Stinson, Mark E., Templeton, Mass.
 Strout, Roy M., A. B. '11; Prin. H. S., Pittsfield, Mass., since 1921.
 Stuart, Erwin, A. B. '23; Prin. H. S., Essex, Mass., since 1925.
 Sullivan, Katherine C. V., Prin. James M. Morton Jr. H. S., Fall River, Mass., since 1926.
 Sussman, Rudolph, Reading, Mass.
 Swett, Earl F., A. B. '16; Prin. H. S., Townsend, Mass., since 1923.
 Thayer, H. K., A. B. '16; Prin. H. S., Easthampton, Mass., since 1922.
 Thomas, H. P., Ed. M. '25; Dir. of Ed. Research & Guidance, Springfield, Mass., since 1925.
 Thomas, James E., A. B. '79; Hdmstr. Girls H. S., Dorchester, Mass., since 1911.
 Thompson, Leighton S., B. A. '16, Amherst, Col.; Ed. M. '23, Harvard Univ.; Prin. Edward F. Searles H. S., Methuen, Mass., since 1926.

- Thompson, William H., B. S. '21; Teaching Prin., Hardwick H. S., Gilbertville, Mass., since 1924.
- Thrasher, Eugene, Whitinsville, Mass.
- Tower, Samuel F., A. B. '84; Hdmstr. H. S., South Boston, Mass., since 1919.
- Vose, James Wilson, A. B. '03; Ed. M. '28; Prin. Cushing Academy, Ashburnham, Mass., since 1926.
- Ward, Fred U., A. B. '00; A. M. '08; Prin. H. S., Taunton, Mass., since 1910.
- Warren, M. L., A. B. '18; A. M. '21; Prin. H. S., Lexington, Mass., since 1928.
- Washburn, Clarence B., Prin. Jr. H. S., Needham, Mass.
- Watson, Howard W., A. B. '19; Ed. M. '21; Prin. H. S., Stoneham, Mass., since 1926.
- Weaver, Herbert S., A. B. '82; A. M. '85; L. H. D. '12; Hdmstr. Girls H. S. of Practical Arts, Boston, Mass., since 1907.
- Webber, Robert Ross, B. S. '13; Prin. Jr. Sr. H. S., Saugus, Mass., since 1922.
- Wells, Dana C., A. B. '93; E. E. '96, Prin. H. S. Newburyport, Mass., since 1914.
- Welsby, Charles H., Marshfield, Mass.
- Wentworth, Marshall, A. B. '94; Prin. H. S., Uxbridge, Mass., since 1912.
- Whipple, Frank L., A. B. '85; A. M. '88; B. D. '94; M. D. '98; Prin. Eastern Jr. H. S., Lynn, Mass., since 1904.
- Whipple, Ralph C., A. B. '11; Prin. Manning H. S., Ipswich, Mass., since 1919.
- Whitehill, Edwin H., A. B. '87; Hdmstr. Sr. H. S., Watertown, Mass., since 1921.
- Whitmarsh, Dudley L., A. B. '84; Prin. H. S., Pepperell, Mass., since 1913.
- Wiggin, Morton H., B. S. '17; Prin. H. S., Rockport, Mass., since 1925.
- Willard, Frederick R., A. B. '06; A. M. '08; Prin. English H. S., Lynn, Mass., since 1921.
- Williams, Charles A., A. B. '28; A. M. '95; Prin. H. S., Hudson, Mass., since 1897.
- Williams, G. Walter, C. A. '05; Prin. Sr. H. S., New Bedford, Mass., since 1910.
- Williams, J. Lowell, Ashfield, Mass.
- Williams, Meredith G., A. B. '05; Prin. Sr.-Jr. H. S., Rockland, Mass., since 1921.
- Willis, N. Elliot, 171 Woodside Ave., Winthrop, Mass.
- Wingate, Frank T., A. B. '95; Hdmstr. Sr. H. S., Chelsea, Mass., since 1922.
- Wood, John W., S. B. '98; Ed. M. '21; Hdmstr. Technical H. S., Cambridge, Mass., since 1907.
- Woodbury, Charles H., A. B. '05; Ed. M. '29; Sub. Mstr. H. S., Melrose, Mass., since 1921.
- Woodman, Willard W., A. B. '88; A. M. '91; Prin. H. S., Peabody, Mass., since 1900.
- Woods, Fannie E., B. S. '87; M. A. '95; Prin. Jr.-Sr. H. S., Lunenburg, Mass.
- Woodward, Albert S., Southboro, Mass.
- Woodward, Edward M., B. A. '85; Prin. South H. S., Worcester, Mass., since 1903.
- Beach, L. H., Lapeer, Mich.
- Bechtold, R. H., Longfellow Jr. H. S., Flint, Mich.
- Beecher, H. H., A. B. '17; Prin. Hazel Park H. S., Detroit, Mich., since 1924.
- Bemis, E. O., Prin. H. S., Marine City, Mich.
- Dolt, C. F., A. B. '10; A. M. '25; Prin. H. S., Muskegon Heights, Mich.
- Boyne, E. M., A. B. '20; M. A. '26; Prin. Sr. H. S., Manistee, Mich.
- Bradshaw, C. R., A. B. '17; A. M. '22; Prin. Lincoln H. S., Ferndale, Mich.
- Brake, C. E., A. B. '20; Supt. & Prin. Sch., Grosse Ile, Mich., since 1924.
- Brotherton, Ralph, Harbor Beach, Mich.
- Burroughs, Winifred, Sturgis, Mich.
- Burton, W. G., R. 4 Bay City, Mich.
- Burt, Jerome, Ph. B. '14; M. A. '20; Prin. H. S., Grosse Pointe, Mich., since 1927.
- Cain, W. H., A. B. '12; Prin. Western Normal H. S., Kalamazoo, Mich.
- Cantrick, G. T., Monroe, Mich.
- Carpenter, Ralph E., Prin. H. S., St. Clair Shores, Mich.
- Carr, E. F., B. S. '24; Prin. Lincoln Park H. S., Detroit, Mich., since 1928.
- Carrothers, George E., Univ. of Michigan, Ann Arbor, Mich.
- Chapman, Ivan E., Prin. Western H. S., Detroit, Mich.
- Comfort, Benjamin F., B. A. '89; M. A. '23; Prin. Cass Technical H. S., Detroit, Mich., since 1907.
- Conklin, E. M., A. B. '18; Prin. H. S., Hamtramck, Mich., since 1923.
- Cooper, Leigh G., Detroit, Mich.
- Corns, J. H., A. B. '01; A. M. '16; Prin. Central H. S., Detroit, Mich., since 1926.
- Coulter (Mrs.), Cora B., Prin. Consolidated H. S., Perry, Mich., since 1928.
- Craig, John A., A. B. '09; A. M. '10; Prin. H. S., Muskegon, Mich., since 1915.
- Crowley, Cornelia, Jr. H. S., Niles, Mich.
- Davidson, F. D., A. B. '25; Prin. E. G. Kingsford H. S., Iron Mountain, Mich., since 1925.
- Davis, Edith McEwen, Secy. Friendly Service, Flint, Mich.
- Davis, John E., B. S. in Ed. '25; Prin. H. S., Ecorse, Mich., since 1925.
- DeBoe, Charles W., A. B., '22; Prin. H. S., Hesperia, Mich.
- DeLong, J. L., Van Buren Consolidated Sch., Belleville, Mich.
- Downs, George E., Prin. Burton Jr. H. S., Grand Rapids, Mich., since 1909.
- DuFrain, Frank J., A. B. '16; A. M. '22, Univ. of Ill.; A. M. '27; Tchrs. Col., Columbia Univ.; Prin. H. S., Pontiac, Mich.
- Eaton, Ruth, Kalamazoo, Mich.
- Edmonson, J. B., A. B. '06; A. M. '10; Ph. D. '25; Inspector of High Schools and Prof. of Secondary Education, Univ. of Mich., Ann Arbor, Mich.
- Elbers, J. W., L'Anse, Mich.
- Emens, John R., A. B. '26; A. M. '28; Prin. H. S., Plymouth, Mich., since 1928.
- Emmons, Owen A., A. B. '13; Prin. Thomas M. Cooley H. S., Detroit, Mich.
- Everest, C. A., A. B. '08; A. M. '16; Prin. Union H. S., Grand Rapids, Mich.
- Finley, R. B., Prin. Mack Jr. H. S., Ann Arbor, Mich.
- Forsythe, Lewis L., A. B. '04; Prin. H. S., Ann Arbor, Mich., since 1917.
- Fuller, J. B., State Normal School, Ypsilanti, Mich.

MICHIGAN

- Adams, R. H., Dearborn, Mich.
- Allen, Edna M., Plymouth, Mich.
- Atkinson, H. R., A. B., '05; Prin. H. S., Battle Creek, Mich.
- Averill, F. G., A. B. '24; A. M. '28; Prin. Sr. H. S., Fordson, Mich. since 1927.
- Barnes, George, Jr., H. S., Flint, Mich.
- Bates, H. S., B. S. '21; Prin. H. S., Petoskey, Mich.

- Gardner, Harry E., Prin. West Jr. H. S., Lansing, Mich.
 Garrison, Vaughn S., B. S. '27; Prin. H. S., Oxford, Mich.
 Gulick, R. J., A. B. '20; Prin. H. S., Wayne, Mich.
 Guyer, R. T., Prin. Central Jr. H. S., Muskegon, Mich.
 Harrington, H. L., Prin. Hutchins Interm. Sch., Detroit, Mich.
 Hart, Melvin C., M. A. '28; Prin. H. S., Birmingham, Mich., since 1921.
 Harton, W. C., A. B. '13; M. A. '27; Prin. Washington Gardner H. S., Albion, Mich., since 1924.
 Head, William F., B. S. '09; A. M. '25; Prin. Central H. S., Kalamazoo, Mich., since 1926.
 Healey, R. J., A. B. '20; Prin. H. S., Fremont, Mich.
 Hert, C. E., B. S. '21; Prin. H. S., Norway, Mich., since 1925.
 Hervey, John R., A. B. '15; M. A. '25; Prin. H. S., South Haven, Mich.
 Higgins, Lucille, Jr. H. S., Ionia, Mich.
 Hillier, Wealthy, Emerson Jr. H. S., Flint, Mich.
 Hire, Loranie Fred. A. B.; M. A.; Prin. Roosevelt H. S., Wyandotte, Mich., since 1918.
 Hockstadt, L., Traverse City, Mich.
 Holden, E. B., Greenville, Mich.
 Hood, O. Carl, A. B. '24; A. M. '28; Prin. H. S., Dearborn, Mich., since 1928.
 Horn, W. V., Weber Jr. H. S., Saginaw, Mich.
 Horst, Walter, A. B. '16; M. A. '28; Prin. H. S., Three Rivers, Mich., since 1917.
 Hotchkiss, Lyle E., Prin. Salina School, Fordson, Mich.
 Houston, K. R., Bellevue, Mich.
 Howard, Ervin, M. A. '26; Prin. Jr. H. S., Fordson, Mich., since 1927.
 Hubbard, Susan M., 2616 Gratiot, Port Huron, Mich.
 Hunt, Herold C., Rodney Wilson H. S., St. Johns, Mich.
 Jelsch, John, A. B. '12, Albion Col.; M. A. '27, Columbia Univ. Prin. Sr. H. S., Iron Mountain, Mich., since 1923.
 Johnson, N. L., Sandusky, Mich.
 Johnson, Oden E., A. B. '24; Prin. Jr.-Sr. H. S., Newberry, Mich., since 1926.
 Kantner, John N., A. B. '14; A. M. '28; Prin. H. S., Halfway, Mich., since 1927.
 Keen, Philip M., A. M. '22; Prin. Central H. S., Bay City, Mich., since 1925.
 Kelly, Glenn Kuns, B. A. '16; M. A. '28; Supt. Sch., Portage Township, Houghton, Mich., since 1923.
 Kitson, C. R., A. B. '22; Prin. H. S., Houghton, Mich.
 Koopman, G. Robert, A. B. '22; A. M. '26; Prin. Tappan Jr. H. S., Ann Arbor, Mich., since 1927.
 Krause, A. W., A. B. '03; Prin. South H. S., Grand Rapids, Mich., since 1918.
 Land, W. M., Prin. H. S., Ypsilanti, Mich.
 LeCronier, Russell, Bad Axe, Mich.
 LeFurge, Charles E., A. B. '16; Prin. Central H. S., Lansing, Mich., since 1918.
 Lemmer, John A., Ph. B. '18, Notre Dame; A. M. '25, Univ. of Mich.; Prin. H. S., Escanaba, Mich., since 1925.
 Leonard, Harry B., Oxford, Mich.
 Loomis, G. E., Prin. Central H. S., Big Rapids, Mich.
 Louse, M. E., Bellville, Mich.
 MacNaughton, Henry D., B. A. '19, Univ. of Mich.; M. A. '28, Columbia Univ.; Prin. Ottawa Hills H. S., Grand Rapids, Mich., since 1923.
 Manning, George A., A. B. '11; A. M. '14; Prin. Arthur Hill H. S., Saginaw, Mich., since 1926.
 Matteson, Arthur J., A. B. '14; Prin. A. D. Johnston H. S., Bessemer, Mich., since 1920.
 McBride, S. B., Walled Lake, Mich.
 McFarlane, Monte, A. B. '08; A. M. '25; Prin. MacKenzie H. S., Detroit, Mich., since 1928.
 McGuire, D. S., Prin. Miller Interm. School, Detroit, Mich.
 McKale, H. B., A. B. '04; A. M. '07; Prin. Pattengill Jr. H. S., Lansing, Mich.
 McNally, J. V., A. B. '08; A. M. '25; Prin. MacKenzie H. S., Detroit, Mich., since 1928.
 Metcalf, Arthur Ansel, A. B. '18; A. M. '23; Dir. Sec. Ed. Mich. State Normal College, Ypsilanti, Mich., since 1924.
 Millard, Cecil V., A. M. '26, Columbia Univ.; Supt. of Sch. Dist. No. 5, Dearborn, Mich., since 1928.
 Miller, Edwin L., A. B. '90; A. M. '91; M. Ed. '24; Asst. Supt., Board of Education, Detroit, Mich., since 1925.
 Miller, Leo E., Prin. H. S., Hudson, Mich.
 Mills, George H., B. S. '20; Prin. H. S., Cadillac, Mich.
 Milton, C. L., A. B. '15; Prin. H. S., St. Joseph, Mich.
 Murdock, George W., Ph. B. '01; A. M. '07; Prin. Southwestern H. S., Detroit, Mich.
 Norwalk, O. F., A. B. '10; A. M. '28; Prin. Northern H. S., Flint, Mich., since 1928.
 Nutt, H. D., American Book Co., Ann Arbor, Mich.
 Nyberg, Henry, Onaway, Mich.
 Omans, Glenn A., A. B. '20; M. A. '24; Asst. Prin. Central H. S., Bay City, Mich.
 Ormiston, E. H., Buchanan, Mich.
 Ponitz, H. J., Ph. B. '20; A. M. '24; Prin. H. S., Royal Oak, Mich., since 1926.
 Pope, Frances A., Ph. B. '24; Prin. J. H. S., Paw Paw, Mich.
 Prakken, William, A. B. '98, Hope College; Ph. B. '00; M. A. '23, Univ. of Mich.; Prin. H. S., Highland Park, Mich., since 1914.
 Pratt, LeRoy A., A. B. '14; M. A. '28, Univ. of Mich.; Prin. Emerson Jr. H. S., Flint, Mich., since 1928.
 Radford, Frances G., A. B. '02; M. A. '22; Prin. Jr.-Sr. H. S., Menominee, Mich.
 Reed, Ernest John, A. B. '14; A. M. '23; Prin. Sr. H. S., Adrian, Mich., since 1915.
 Reeves, R. L., Strowig-Lafayette H. S., Lincoln Park, Detroit, Mich.
 Rich, Dwight H., A. B. '19; M. A. '27; Prin. Eastern H. S., Lansing, Mich., since 1928.
 Riemersma, John J., A. B. '14, Hope College; M. A. '27, Univ. of Mich.; Prin. Sr. H. S., Holland, Mich., since 1919.
 Rivett, B. J., B. S. '14; A. M. '25; Prin. Northwestern H. S., Detroit, Mich., since 1920.
 Rosa, Harvey M., A. B. '14; A. M. '26; Prin. H. S., River Rouge, Mich., since 1922.

- Rose, E. G., A. B. '21; M. A. '24; Prin. H. S., Hillsdale, Mich.
 Ryan, H. H., B. S. '06; A. M. '11; Prin. University H. S., Ann Arbor, Mich., since 1926.
 Schuurmans, M., Ithica, Mich.
 Seldon, Arthur W., Prin. Eastern Jr. H. S., Pontiac, Mich.
 Semler, Charles A., Benton Harbor, Mich.
 Shelley, Ernest L. V., Prin. H. Schls., Bay Port, Mich., since 1928.
 Shinn, H. H., Hart, Mich.
 Simons, Lydia A., Middleton, Mich.
 Slaughter, J. W., Prin. Walter H. French Jr. H. S., Lansing, Mich.
 Smith, Ira M., Registrar Univ. of Mich., Ann Arbor, Mich.
 Smith, Lola B., Prin. H. S., Richmond, Mich., since 1923.
 Snellenberger, C. F., East Jordan, Mich.
 Soper, J. Edward, Prin. Consolidated Sch., Okemos, Mich., since 1928.
 Stocking, Wm. R. Jr., A. B. '05; M. A. '13; Williams Col.; Prin. Southeastern H. S., Detroit, Mich., since 1926.
 Streator, Emma B., Ph. B. '13; Asst. Prin. Highland Park H. S., Detroit, Mich.
 Symons, J. T., Prin. H. S., Coldwater, Mich.
 Tanis, J. E., A. B. '04; M. Sc. '08; Prin. Northern H. S., Detroit, Mich., since 1925.
 Tenny, John W., Lowrey Jr. H. S., Fordson, Mich.
 Thorson, Orrin L., A. B. '24; Prin. H. S., Negaunee, Mich., since 1926.
 Tubbs, Frances, Chesaning, Mich.
 Van Hoesen, Ralph A. B. '20, Central State Tch. S. Col.; M. A. '26, Univ. of Mich.; Prin. H. S., Dowagiac, Mich., since 1926.
 Walkolten, Henry J., Lee H. S., Grand Rapids, Mich.
 Webb, C. M., Howell, Mich.
 Weber, Ernest A. B. '23; A. M. '28; Prin. Tr. School, Richland, Mich., since 1924.
 Wellwood, J. E., Prin. Central H. S., Flint, Mich.
 Wilde, Dorr L., A. B. '22; Prin. Jr.-Sr. H. E., Manistee, Mich., since 1928.
 Young, Milton L., Rogers City, Mich.
 Zabel, Walter J., Prin. H. S., Niles, Mich.
 Zinn, W. Roger, A. B. '22; M. A. '26; Prin. H. S., Marshall, Mich., since 1927.
- MINNESOTA**
- Allen, Theodora, Prin. H. S., Sandstone, Minn.
 Allison, Carl W., A. B. '13; A. M. '22; Prin. Sr. H. S., Gilbert, Minn., since 1922.
 Anderson, Robert M., B. A. '25; Prin. H. S., Belle Plaine, Minn., since 1925.
 Anderson, Theodore W., A. B. '13; A. M. '14; Pres. Minnehaha Acad., Minn., since 1913.
 Baker, Helen M., Prin. H. S., Glencoe, Minn., since 1910.
 Benson, A. T., Jordan Jr. H. S., Minneapolis, Minn.
 Berning, Theodore J., B. S. '27; Supt. Sch., Lakefield, Minn., since 1927.
 Bloomquist, L., Prin. H. S., Albert Lea, Minn.
 Blume, Clarence E., Prin. 3933 16th Ave., Minneapolis, Minn.
 Boardman, C. W., Ph. B. '08; Prin. Univ. H. S., Minneapolis, Minn., since 1925.
 Bohnhoff, Lawrence, B. S. '21; B. S. C. E. '22; M. A. '28; Prin. Central H. S., Red Wing, Minn., since 1926.
 Bosshardt, E. H., B. S. '14; Prin. Sr. H. S., Virginia, Minn.
 Carlson, Philip E., Roosevelt H. S., Minneapolis, Minn.
 Clark, Elizabeth, Ph. B. '02; Prin. Tech. H. S., St. Cloud, Minn., since 1911.
 Cook, Louis G., B. S. '01; Prin. Edison H. S., Minneapolis, Minn., since 1921.
 Cross, C. W., Faribault, Minn.
 Dahl, Elwin J., B. S. '21; M. A. '26; Prin. Sr. H. S., Winona, Minn., since 1925.
 Dickinson, H. E., Bay River, Minn.
 Dooley, Lester W., A. B. '10; A. M. '17; Prin. H. S., Hibbing, Minn., since 1922.
 Draxten, Nina, B. S. '25; Prin. H. S., Adrian, Minn., since 1927.
 Edwards, E. R., B. S. '02; M. A. '26; Prin. Murray Jr. H. S., St. Paul, Minn., since 1926.
 Empson, Florence, B. A. '19; Prin. H. S., Mahanomen, Minn., since 1921.
 Fish, Elizabeth, Girls' Vocational H. S., Minneapolis, Minn.
 Forsell, F. H., Maria Sanford Jr. H. S., Minneapolis, Minn.
 Gates, F. W., Ph. B. '09; M. A. '07; Asst. Prin., North H. S., Minneapolis, Minn., since 1917.
 Gilruth, Henry A., 701 20th Ave., Duluth, Minn.
 Halvorson, V. D., B. S. '25; Supt. of Consol. Sch., Arco, Minn., since 1926.
 Hand, H. C., B. A. '24; Prin., Thief River Falls, Minn., since 1926.
 Hardaker, E. J., Bryant Jr. H. S., Minneapolis, Minn.
 Heller, Luther, A. B. '18; Prin. H. S., Mountain Iron, Minn., since 1924.
 Heller, Simon E., B. S. '23; Prin. Sr. H. S., Grand Rapids, Minn., since 1923.
 Herta, F. J., Alexandria, Minn.
 Hobbs, W. W., North H. S., Minneapolis, Minn.
 Hotchkiss, Alice V., Staples, Minn.
 Hutchinson, Abbie M., B. S. '06; Prin. H. S., Hastings, Minn., since 1920.
 Jacobson, P. B., Milaca, Minn.
 Jacobson, Paul B., B. A. '22; M. A. '28; Prin. Jr.-Sr. H. S., Little Falls, Minn., since 1928.
 Jarvis, C. W., Central H. S., Minneapolis, Minn.
 Jenness, Josephine, B. S. '01; Prin. Jr.-Sr. H. S., Willmar, Minn., since 1911.
 Joan, Sister, Durham Hall, The College of St. Catherine, St. Paul, Minn.
 Johnson, A. Lawrence, Boyd, Minn.
 Johnson, B. L., Buffalo, Minn.
 Johnson, B. Lamar, Kensington Apt. Delaware St., Minneapolis, Minn.
 Johnson, Chester P., Jr. H. S., Grand Rapids, Minn.
 Johnson, J. O., A. B. '19; Prin. H. S., Stillwater, Minn., since 1922.
 Johnson, R. L., St. Peter, Minn.
 Jordahl, S. A., B. Lit. '98, Univ. of Minn., Prin. H. S., Fertile, Minn., since 1921.
 Kefauver, Grayson N. B. A. '21; M. A. '25; Inst. of Sec. Ed., Univ. of Minn., Minneapolis, Minn.
 Knauss, Ruth, Annandale, Minn.
 Koos, Leonard V., A. B. '07; A. M. '15; Ph. D. '16; Prof. of Sec. Ed., Univ. of Minn., Minneapolis, Minn., since 1919.

Kresensky, L. R., B. S. '15; Prin. Sr.-Jr. H. S., Mankato, Minn., since 1923.
 Larson, Marie M., B. A. '20; Prin. H. S., Nashua, Minn., since 1927.
 Larson, Theodore B., B. S. '15; Prin. H. S., Dodge Center, Minn., since 1923.
 Lawson, J. V., B. A. '20; Prin. Jr. H. S., Gilbert, Minn., since 1928.
 Lindahl, John O., B. A. '20; Prin. Crosby-Ironton H. S., Crosby, Minn., since 1923.
 Lohren, Marie A., B. S. '25, Univ. of Minn.; Prin. H. S., Wells, Minn., since 1925.
 Lund S. E. Torsten, A. B. '25; Prin. Franklin H. S., Pelican Rapids, Minn., since 1925.
 Lundin, Carl E., B. A. '22; Prin. H. S., Windom, Minn., since 1924.
 MacQuarrie, A. E., LL. B. '16; Prin. Washburn H. S., Minneapolis, Minn., since 1925.
 Marshall, J. E., B. S. '01; M. A. '20; Prin. Central H. S., St. Paul, Minn., since 1916.
 Martin, Roy, A. B. '11; Prin. Lincoln Jr. H. S., Hibbing, Minn., since 1913.
 Marty, F. A., B. A. '21; Prin. H. S., Cloquet, Minn., since 1926.
 Mauseth, Geneva M., B. A. '13; Prin. H. S., Springfield, Minn., since 1922.
 Melby, R. V., Pelican Rapids, Minn.
 Meldahl, Andrew, 105 Carlisle, Duluth, Minn.
 Metag, E. H., B. A. '16; Lincoln Jr. H. S., Mankato, Minn., since 1925.
 Meyer, J. W. Ph. D. '18; Prin. Washington Jr. H. S., Duluth, Minn., since 1923.
 Mullins, Edgar R., A. B. '17; A. M. '25; Prin. Itasca Jr. Col., Greenway H. S., Coleraine, Minn., since 1925.
 Murray, Leonard C., Becker, Minn.
 Neyhart, M. W., Montevideo, Minn.
 Norgaard, E. N., Prin. H. S., Glenwood, Minn.
 Northby, A. S., Grand Rapids, Minn.
 Perry, Hazel F., Mound, Minn.
 Roberts, Helen R., B. A. '08; Prin. H. S., Ely, Minn.
 Roberts, M. F., Prin. Jr. H. S., Gilbert, Minn.
 Rosa, Irvin E., Prin. H. S., Detroit Lakes, Minn.
 Rowell, Ora N., B. S. '24; Prin. Con. Sch., Milroy, Minn.
 Rumpel, Harry E., White Bear, Minn.
 Rusterholz, Paul T., Washington H. S., St. Paul, Minn.
 Sargent, Willard H., B. S. '24; Prin. H. S., Barnsville, Minn.
 Scmitt, O. H., B. A. '12; Prin. Jr. H. S., Eveleth, Minn., since 1912.
 Schrader, F. A., B. A. '08; Prin. H. S., Aurora, Minn., since 1924.
 Schweickhard, Ellis K., B. S. '21; Prin. Jr. H. S., Chisholm, Minn., since 1923.
 Severson, S. O., Lincoln Jr. H. S., Minneapolis, Minn.
 Sifert, E. R., B. A., M. A., Prin. Jefferson Jr. H. S., Minneapolis, Minn., since 1925.
 St. Charles Sister, Merchants National Bank, St. Paul, Minn.
 Sletto, R. F., Appleton, Minn.
 Smith, J. W., Benidji, Minn.
 Snodgrass, Belva M., Prin. H. S., Rochester, Minn.
 Streeter, H. June, B. A. '01, Carleton Col.; Prin. H. S., Albert Lea, Minn., since 1912.

Stuvland, A. L., A. B. '14; Supt. Sch., Tyler, Minn., since 1923.
 Taylor, James F., A. B. '09; A. M. '13; Prin. Denfeld H. S., Duluth, Minn., since 1918.
 Tornstrom, Mary F., A. B. '11, Univ. of Minn.; Prin. H. S., Brainerd, Minn., since 1922.
 Trapp, H. A., Ph. B. '04; Hamline Univ.; M. A. '17, Columbia Univ.; Prin. Cleveland Jr. H. S., St. Paul, Minn., since 1925.
 Von Levern, W. P., M. A. '22; B. S. '21; Asst. Prin. Roosevelt H. S., Minneapolis, Minn., since 1924.
 Voxland, Melvin, Redwood Falls, Minn.
 Walker, Johnston E., South St. Paul, Minn.
 Wauchope, J. A., Humboldt H. S., St. Paul, Minn.
 Wise, Carl T., Prin. Lincoln Jr. H. S., Duluth, Minn.
 Young, F. Keen, B. A. '16; Prin. H. S., Owatonna, Minn., since 1925.
 Young, Leonard A. B. '98; Supt., Duluth, Minn., since 1923.
 Young, Ross Newman, A. B. '12; A. M. '26; Prin. Marshall H. S., Minn., since 1924.
 Zollner, Bertha, Waterville, Minn.

MISSISSIPPI

Greer M. E., Meridan, Miss.
 Posey, R. H., Supt. Con. Sch., Darling, Miss.
 Roberts, J. L., Jackson, Miss.

MISSOURI

Adams, E. R., Prin. H. S., Maplewood, Missouri.
 Aikin, Wilford M., B. S. '07, Muskingum Col.; M. A. '13, Univ. of Mich.; Dir. John Burroughs Sch., Clayton, Mo., since 1923.
 Angus, J. T., 304 E. Jackson St., Mexico, Mo.
 Bigelow, R. G., H. S., Kirkwood, Mo.
 Blaine, H. E., A. B. '99; Prin. H. S., Joplin, Mo., since 1912.
 Bracken, John L., A. B. '14; A. M. '22; Supt. Sch., Clayton, Mo., since 1923.
 Brown, W. J., 902 McGregor, Carthage, Mo.
 Bryant, Linneer H., Bx. 23, Columbia, Mo.
 Burris, Carl, B. S.; Prin. H. S., Clayton, Mo., since 1924.
 Butler, Charles H., Univ. H. S., Columbia, Mo.
 Cook, Hugh O., A. B. '99; A. M. '25; Prin. Lincoln H. S., Kansas City, Mo., since 1923.
 Corder, (Mrs.) Bethel, A. B. '21; M. A. '26; Pipkin Jr. H. S., Springfield, Mo., since 1927.
 Crecelius, Philpine, A. B. '25; A. M. '28; Ben Blewitt Interm. Sch., St. Louis, Mo., since 1918.
 Davidson, R. L. Jr., A. B. '15; B. S. '22; A. M. '27; Prin. Sr. H. S., Cape Girardeau, Mo., since 1926.
 Dieterick, Herbert R., 703 So. Walnut St., Maryville, Mo.
 Dodd, Arthur A., M. S. D. '86; S. B. '95; M. A. '26; Prin. Manual Training H. S., Kansas City, Mo., since 1921.
 Douglass, Stephen A., B. S. '99; Prin. Central H. S., St. Louis, Mo., since 1920.

Dubach, Otto F., Ph. B. '98; Ph. M. '06; Prin. Central H. S., Kansas City, Mo., since 1920.
 Durrett, Amos O., A. B. '24; Prin. Jr.-Sr. H. S., Lexington, Mo., since 1927.
 Fuller, Wilbur N., A. B. '04, Univ. of Mich.; Prin. Beaumont H. S., St. Louis, Mo., since 1923.
 Fyfer, (Mrs.) Jane K., B. S. in Ed. '23; Prin. Jefferson Jr. H. S., Columbia, Mo., since 1923.
 Griswold, Julia Bell, A. B. '09; M. A. '15; Prin. H. S., Wellston, Mo., since 1909.
 Hay, C. A. F., A. B. '23; M. A. '27; Prin. Jr. H. S., Webster Groves, Mo., since 1925.
 Hitch, A. M., A. B. '97; B. S. Ed. '07, Univ. of Mo.; Supt. Kemper Military Sch., Boonville, Mo., since 1899.
 Hixson, J. T., A. B. '06; Prin. Sr. H. S., Webster Groves, Mo., since 1907.
 Huntington, A. H., A. B. '02; A. M. '21; Asst. Prin. Beaumont H. S., St. Louis, Mo., since 1926.
 Lauhead, G. R., Poplar Bluff, Mo.
 Long, Theodore P., 208 E. Filmore St., Kirksville, Mo.
 Lyda, (Mrs.) Isabelle W., A. B. '12; B. S. Ed. '21; Asst. Prin. Jefferson Jr. H. S., Columbia, Mo., since 1927.
 Mason, H. V., Chillicothe, Mo.
 McKeehan, Ralph A., B. S. Ed. '26; Prin. H. S., Westboro, Mo., since 1927.
 Mecker, H. H., B. S. Ed. '11; A. B. '12; A. M. '13; Prin. Blewett Int. H. S., St. Louis, Mo., since 1926.
 Meredith, J. G., Prin. H. S., Moberly, Mo.
 Miller, Armand R., B. S. '97; A. M. '23; Prin. Roosevelt H. S., St. Louis, Mo., since 1925.
 Miller, Emmett T., A. B. '15; B. S., '16; A. M. '25; Prin. Sr. H. S., Hannibal, Mo., since 1918.
 Miller, Fred B., 6701 Easton Ave., Normandy, St. Louis Co., Mo.
 Powell, J. Rush, B. A. '97, Yale Col.; M. A. '99, Yale Univ.; Prin. Soldan H. S., St. Louis, Mo., since 1909.
 Reals, Willis H., A. M. '21; Ph. D. '28; Assoc. Prof. of Ed., Washington Univ., St. Louis, Mo., since 1928.
 Robinson, C. S., B. S. '20; M. S. '28; Vice Prin. Westport Jr. H. S., Kansas City, Mo., since 1926.
 Ruf, John, B. S. '18; M. A. '20; Ph. D. '26; Prof. of Ed., Univ. of Mo., Columbia, Mo., since 1928.
 Sanders, Earl, Miller, Mo.
 Shouse, John L., A. B. '95; A. M. '96; A. M. '28; Prin. Westport H. S., Kansas City, Mo., since 1913.
 Slater, Charles H., Ph. B. '00; Prin. Cleveland H. S., St. Louis, Mo., since 1921.
 Stean, Saidee M., A. B. '06; B. S. in Ed. '06; Prin. David H. Hickman H. S., Columbia, Mo., since 1920.
 Stigall, Bennett M., A. B. '01; A. M. '05; Prin. Paseo H. S., Kansas City, Mo., since 1926.
 Storms, J. W., B. S. '92; M. A., '22; Prin. West Jr. H. S., Kansas City, Mo., since 1926.
 Teresa, Sister M., Santa Maria in Ripa H. S., St. Louis, Mo.
 Varner, Galla E., A. B. '04; M. A. '08; Prin. Central H. S., St. Joseph, Mo., since 1924.

Walker, Anna L., A. B. '27; Prin. Hancock Place H. S., St. Louis, Mo., since 1924.
 Wells, W. M., Prin. H. S., Bonne Terre, Mo.
 Williams, Frank L., A. B. '89; A. M. '07; Sumner H. S., St. Louis, Mo., since 1908.
 Young, J. U., Prin. Northeast Jr. H. S., Kansas City, Mo.

MONTANA

Blair, T. W., Prin. H. S., Brockway, Mont.
 Bowman, M. C., L. A. '95; Supt. Sch., Belt, Mont., since 1916.
 Campbell, Paul N., M. A. '25; Boy Scouts of America, County Court House, Butte, Mont.
 Felker, P. R., B. S. '18; A. B. '18; Prin. Granite Co. H. S., Philipsburg, Mont., since 1927.
 Gallagher, M. C., B. A. '18; Prin. H. S., Billings, Mont., since 1925.
 Martin, Lester L., B. S. '23; Prin. Public Sch., Flaxville, Mont., since 1925.
 Ragsdale, J. G., A. B. '15; A. M. '22; Prin. H. S., Butte, Mont., since 1922.
 Smith, Irving W., B. S. '10, Trinity Col.; M. A. '13, Yale Univ.; Ed. M. '27, Harvard Univ.; Prin. H. S., Great Falls, Mont., since 1927.
 Swatek, Charles L., B. S. '28; Prin. Sch., Hingham, Mont., since 1922.
 Walstead, O. M., Nashua, Mont.
 Woodard, J. A., B. Ed. '08; A. B. '09; Prin. Gallatin Co. H. S., Bozeman, Mont., since 1920.

NEBRASKA

Benthack, Emil, B. S. '23; Supt. of Sch., Arnold, Nebr., since 1921.
 Booher, Nelle, A. B. '23; A. M. '27, Columbia Univ.; Prin. H. S., Central City, Nebr., since 1923.
 Bowen, Abba Willard, A. B. '04, Univ. of Nebr.; Prin. Brownell Hall, Omaha, Nebr., since 1925.
 Carey, Raymond B., A. B. '13; Prin. Sr. H. S., Beatrice, Nebr., since 1925.
 Colson, M. R., A. B. '18; Prin. H. S., Alliance, Nebr., since 1925.
 Correll, Vincent I., B. S. '12; M. A. '23; Prin. Sr. H. S., North Platte, Nebr., since 1923.
 Culler, C. L., A. B. '17; A. M. '18; Prin. Whittier Jr. H. S., Lincoln, Nebr., since 1922.
 Dreier, Albert A., A. B. '08; M. A. '27, Univ. of Kans.; Prin. H. S., York, Nebr., since 1922.
 Fox, Grace, Loup City, Nebr.
 French, Will, A. B. '12; B. S. '14; A. M. '23; Prin. H. S., Lincoln, Nebr.
 Goodrich (Mrs.), Emma M., A. B. '25; Prin. Everett Jr. H. S., Lincoln, Nebr., since 1911.
 Harnly, Paul W., A. B. '15, McPherson Col.; A. M. '16, Univ. of Kans.; Prin. Sr. H. S., Grand Island, Nebr., since 1923.
 Hinz, A. F., Prin. H. S., Gering, Nebr.
 Masters, J. G., Ph. B. '12; A. M. '13; Prin. Central H. S., Omaha, Nebr., since 1915.
 McMillan, E. E., North H. S., Omaha, Nebr.
 Ogden, B. E., A. B. '13; 7012 Francis St., Lincoln, Nebr.
 Sahlstrom, J. W., B. S. '22; M. A. '28; Prin. H. S., Norfolk, Nebr., since 1922.

Simon, H. B., Supt., Norfolk, Nebr.
Stewart, Mildred H., A. B. '27, Nebr. Wesleyan Univ.; Prin. Con. Sch., Dawson, Nebr., since 1927.
Wilson, (Mrs.) Eula, A. B. '05; Prin. H. S., Butte, Nebr., since 1925.

NEVADA

Frazier, Maude, City Schools, Las Vegas, Nev.
Knemeyer, Bertha, C., County H. S., Elks, Nev.
McFadden, L. E., M. A., '26; Prin. Humboldt County H. S., Winnemucca, Nev., since 1926.
Smith, C. W., A. B. '07, Dartmouth Col.; Supt. Sch., Eureka, Nev., since 1925.

NEW HAMPSHIRE

Boutille, Horace R., 28 Everett St., Manchester, N. H.
Chaffee, Thomas C., H. S., Antrim, N. H.
Cotton, J. M., B. S. '21; Headmaster H. S., Ashland, N. H.
Grupe, Carl D., A. B. '12; Headmaster, Thayer H. S., Winchester, N. H., since 1918.
McLaren, Harry N., Central H. S., Manchester, N. H.
McLean, D. W., B. S. '09, Univ. of Me.; Headmaster, Sr. H. S., Berlin, N. H., since 1913.
Mattoon, D. P., B. S. '22; M. S. '28; Headmaster Acad., Colebrook, N. H., since 1926.
Morrison, Wm. Y., Central H. S., Manchester, N. H.
Nesmith, Walter, Headmaster, Nashua, N. H.
Trafton, F. Lester, Headmaster, Lisbon, N. H.

NEW JERSEY

Arnold, Arthur D., A. B. '93; A. M. '96; Prin. H. S., Passaic, N. J., since 1902.
Barnetson, Amy B., A. M. '24; Prin. Jr. H. S., South Orange, N. J., since 1921.
Bartholomew, A. J., A. B. '16; A. M. '21; Prin. H. S., Summit, N. J., since 1918.
Bean, Albert M., A. B. '10; A. M. '14; Supt. Sch., Gloucester City, N. J., since 1924.
Beck, Charles H., A. B. '14; Prin. Jr. H. S., Summit, N. J., since 1923.
Best, Lindsey, M. A. '02; Prin. H. S., Plainfield, N. J., since 1901.
Bosschart, John H., A. B. '02; Prin. Columbia H. S., South Orange, N. J., since 1920.
Boyer, Clarence E., A. B. '19; M. A. '26; Prin. H. S., Boonton, N. J., since 1927.
Brettnall, R. J., Millburne, N. J.
Brick, Francis A., A. B. '96; Prin. H. S., Bayonne, N. J.
Brown, G. H., B. S. '21; Prin. H. S., Roselle Park, N. J., since 1921.
Brunner, H. B., A. B. '23, Swarthmore Col.; M. A. '28, Tehra. Col., Columbia Univ.; Prin. H. S., Scotch Plains, N. J., since 1926.
Burns, Robert, B. S. '16; A. M. '19; Ph. D. '28; Prin. Cliffside Park H. S., Grantwood, N. J., since 1918.

Burroughs, Clara S., Prin. Sr. H. S., Camden, N. J., since 1900.
Caldwell, L. J., H. S., East Orange, N. J.
Carlson, Robert C., Sr. H. S., New Brunswick, N. J.
Cassel, Lloyd S., Prin., Freehold, N. J.
Cate, William E., A. B. Harvard Univ.; Prin. Sr. H. S., Long Branch, N. J., since 1911.
Chammar, Ira T., A. B. '03; A. M. '05; Supt. Sch., Elizabeth, N. J., since 1923.
Chase, Lawrence S., Prin. Hillside Jr. H. S., Montclair, N. J.
Chenoweth, A. S., B. A. '06; Asst. Prin. H. S., Atlantic City, N. J., since 1922.
Clayton, Kate L., Jr. H. S., Princeton, N. J.
Clement, Ray A., A. B. '12; A. M. '23; Prin. H. S., Cranford, N. J., since 1922.
Collins, H. E., Prin. Jr. H. S. #1, Princeton Ave. and Southard St., Trenton, N. J.
Cox, Wilbur H., A. B. '21; Prin. Sr. H. S., Hillside, N. J., since 1925.
Crane, H. A., H. S., Verona, N. J.
Davis, W. C., Prin., Haddon Heights, N. J., since 1924.
Downes, Harold M., A. B. '19; Prin. Jr. Sr. H. S., North Plainfield, N. J., since 1926.
Durling, Grace M., Ph. B. S., Union, N. J.
Ebbert, Lida M., H. S. '08; A. M. '21; Prin. H. S., Linden, N. J., since 1910.
Eister, W. W., B. S. '12; M. S. '18; Prin. Sussex, N. J., since 1926.
Enk, J. C., A. B. '13; A. M. '17; Asst. Prin. Sr. H. S., New Brunswick, N. J., since 1926.
Ferguson, Harold A., A. B. '14; A. M. '16; Prin. H. S., Montclair, N. J., since 1926.
Files, Ralph E., A. B. '95; Prin. H. S., East Orange, N. J., since 1912.
Freifeld, George F., B. S. '14; M. A. '16; Prin. H. S., Roselle, N. J., since 1920.
Goas, Howard L., A. B. '08; Prin. H. S., Orange, N. J., since 1921.
Groom, John C., Ph. B. '13; A. M. '26; Prin. H. S., Gloucester, N. J., since 1926.
Haertter, Edward D., A. B. '10; Prin. H. S., Irvington, N. J., since 1923.
Hall, Robert T., B. S. '24, Princeton Univ.; M. A. '28, Harvard Univ.; Headmaster, Sch. for Boys, Englewood, N. J., since 1928.
Heller, Glenn C., Prin. Jr. H. S., Atlantic City, New Jersey.
High, L. C., A. B. '13; A. M. '26; Prin. H. S., Teaneck, N. J., since 1928.
Holbert, William R., Ph. B. '14; M. A. '25; Prin. H. S., Somerville, N. J., since 1920.
Huff, Charles S., A. B. '02; Prin. H. S., Asbury Park, N. J., since 1910.
Hutchinson, R. M., H. S., Hutchinson, N. J.
Jackson, Lambert L., D. Pd. '06; Ph. D. '06; Asst. Commissioner Ed., State House, Trenton, N. J., since 1920.
Johnson, Alan, Ph. B. '04; M. A. '08; Prin. West Side H. S., Newark, N. J., since 1926.
Kalp, William L., A. B. '03, Bucknell Univ.; A. M. '26, Columbia Univ.; Prin. Jr. H. S., Long Branch, N. J., since 1922.
Kennedy, Louise R., Washington, N. J.
Lloyd, Frank S., Pd. B. '17; Prin. H. S., Wildwood, N. J., since 1926.
Lewis, Charles W., A. B.; A. M.; Prin. Westwood, N. J., since 1926.

- Loser, Paul, Ph. B. '13; M. A. '25; Prin. Jr. H. S. No. 3, Trenton, N. J., since 1926.
 Lott, L. M., A. B. '26; Prin., Frenchtown, N. J., since 1926.
 Lutz, Leon C., A. B. '22; Prin. H. S., Glassboro, N. J., since 1925.
 Mankey, G. G., B. S. '15; M. A. '23; Prin. H. S., Nutley, N. J., since 1921.
 Manley, J. F., B. A. '04; M. A. '05; Prin. Central H. S., Paterson, N. J., since 1922.
 Marlatt, Edward T., A. M. '25; Prin. H. S., Hackensack, N. J., since 1918.
 Maynard, A. Y., H. S., Highland Park, N. J.
 Meinert, H. C., Highlands H. S., Atlantic City, N. J.
 Miller, H. H., B. A. '21; M. A. '26; Prin. Grover Cleveland Jr. H. S., Elizabeth, N. J., since 1928.
 Miller, H. P., Prin. H. S., Atlantic City, N. J., since 1893.
 Moore, Harry W., Ph. B. '13; Prin. H. S., High Bridge, N. J., since 1920.
 Moore, W. H., A. B. '10; Prin. Sr. H. S., Rutherford, N. J., since 1919.
 Murray, John P., A. B. '16; Prin. H. S., Harrison, N. J., since 1926.
 Nicholls, G. Harvey, B. S., '12; A. M. '25; Prin. H. S., Bound Brook, N. J., since 1920.
 North, Francis R., B. A. '96; M. A. '03, Columbia Univ.; Prin. East Side H. S., Paterson, New Jersey, since 1915.
 Nutt, Walter F., B. S. '05; Prin. H. S., Clifton, New Jersey, since 1911.
 O'Brien, Joseph A., Cleveland Jr. H. S., Elizabeth, N. J.
 Oswald, O. J., Trenton, N. J.
 Paulsen, Geo. W., B. S. '10; Prin. H. S., Englewood, New Jersey, since 1926.
 Perry, Ralph E., A. B. '06, Univ. of Ver.; A. M. '13, Princeton Univ.; Prin. H. S., Morristown, N. J., since 1921.
 Pickwick, Eli Jr., B. S. '89; Prin. East Side H. S., Newark, N. J., since 1913.
 Purcell, E. E., A. B. '18; Prin. H. S., Bogota, New Jersey, since 1927.
 Race, Stuart R., A. B. '11, La Fayette Col.; A. M. '27, N. Y. Univ.; Prin. Sch. No. 7, Hackensack, N. J., since 1927.
 Ramsey, Alfred C., B. S. '14; Prin. Jr.-Sr. H. S., Glen Ridge, N. J., since 1920.
 Redcay, Paul I., A. B. '21, Gettysburg Col.; A. M. '23, Columbia Univ.; Prin. Middletown Twp. H. S., Leonardo, N. J., since 1923.
 Reimherr, F. W., A. B. '07; A. M. '23; Prin. Sr. H. S., West Orange, N. J., since 1918.
 Rhodes, Yorke E., B. A. '15; Prin. H. S., Millville, N. J., since 1929.
 Rice, Louis A., B. C. S. '21; B. S. Ed. '27; Asst. in Sec. Ed., State Dept., Trenton, N. J., since 1927.
 Ritter, Karl L., B. A. '18; Prin. H. S., Tenafly, N. J., since 1922.
 Roberts, Mary E., H. S., Moorestown, N. J.
 Rockwood, Emily P., B. A. '00; B. S. '14; M. A. '28; Vice Prin. H. S., Haddon Heights, N. J., since 1928.
 Runnels, R. O., Ricalton Jr. H. S., Maplewood, N. J.
 Seibert, Harry C., B. S. '09; Pd. M. '22; Prin. Sr.-Jr. H. S., Red Bank, N. J., since 1920.
 Sickles, Frederick J., A. B. '08; A. M. '18; Supt. Jr. H. S., New Brunswick, N. J., since 1925.
 Sloan, Clarence V., M. S. '03; Prin. H. S., Phillipsburg, N. J., since 1908.
 Smalley, Harry C., B. S. '18; Prin. H. S., Bridgeton, N. J., since 1927.
 Smeathers, Eugene G., A. B. '13; Prin. H. S., Rahway, N. J., since 1921.
 Smith, Nelson C., Leonia, N. J.
 Somerville, Irwin B., A. B. '04; Prin. H. S., Ridgewood, N. J., since 1915.
 Sprague, H. A., B. A. '14; M. A. '23; Pres. State Thrs. Col., Upper Montclair, N. J., since 1924.
 Spurway, H. G., H. S., Boonton, N. J.
 Stearns, Wayland E., A. B. '85; A. M. '93; Prin. Barringer H. S., Newark, New Jersey, since 1899.
 Steel, Charles L. Jr., B. S. '19; Vice Prin. H. S., Belleville, N. J., since 1919.
 Steinhäuser, W. P., A. B. '96; A. M. '98; Litt. D. '14; Pres. Le Master Institute, Asbury Park, N. J., since 1926.
 Stuart, Harry G., H. S., Bernardsville, N. J.
 Stuke, A. E., B. S. '10, Alfred Col.; M. A. '25, Columbia Univ.; Prin. H. S., Fort Lee, N. J., since 1918.
 Sweeney, Edward J., A. B. '00; A. M. '02; L.L. B. '10; Prin. Jr. H. S., Bayonne, N. J., since 1922.
 Tharp, Earl, B. C. S. '99; L.L. B. '06; Ph. D. '22; Prin. East Side Evening H. S., Newark, N. J., since 1912.
 Thompson, Miles Gordon, A. B. '08; M. A. '22; Prin. H. S., Princeton, N. J., since 1919.
 Threkeld, C. H., B. S. '21; M. A. '27; Prin. Columbia H. S., South Orange, N. J., since 1927.
 Tibbets, Frank A., B. C. S. '11; Prin. Wm. L. Dickinson H. S., Jersey City, N. J., since 1923.
 Travell, I. W., Supt., Ridgewood, N. J.
 Walklet, J. K., B. S. '21, Syracuse Univ.; M. S. Ed. '27, Syracuse Univ.; Prin. H. S., Hamburg, N. J., since 1928.
 Walton, L. Arthur, B. S. '20; A. M. '24, University of Pa.; Prin. H. S., Pitman, N. J., since 1923.
 Ward, B. A., H. S., Glen Ridge, N. J.
 Wetzal, Wm. A., A. B. '91; A. M. '93; Ph. D. '95; Prin. Sr. H. S., Trenton, N. J., since 1901.
 White, Howard Dave, A. B. '97; A. M. '13; Asst. Commissioner, State Dept. of Ed., Trenton, N. J., since 1928.
 Woglom, Russell, H. S., High Bridge, N. J.
 Woodworth, C. A., B. Pd. '98; Prin. H. S., West New York, N. J., since 1917.
 Wolf, K. A., Phillipsburg, N. J., R. 1.
 Young, E. Beatrice, Prin. La Fayette Sch., Hawthorne, N. J.

NEW MEXICO

Pearson, D. C., Military Inst., Roswell, New Mexico.

NEW YORK

Abbey, Roy E., Prin. Oneida Intern. Sch., Schenectady, N. Y.
 Alton, Margaret, 1514 Jacob St., Troy, N. Y.

- Babcock E. S., A. B. '96, Hamilton Col.; A. M. '99, Hamilton Col.; Prin. Free Acad., Utica, since 1917.
- Barber, Geo. A., South Byron, N. Y.
- Bildersee, Dorothy, 150 W. 95th St., New York, N. Y.
- Bissell, Ruth, Tuxedo, Orange Co., N. Y.
- Bragdon, Clifford S., A. B. '00; A. M. '18; Prin. Central Jr. H. S., New Rochelle, N. Y., since 1917.
- Briggs, Thomas H., A. B. '96; Litt. D. '19; Ph. D. '14; Prof. of Ed., Tchrs. Col., Columbia Univ., Yonkers, N. Y., since 1912.
- Brown, Clayton H., A. B. '23, Univ. of Rochester; Prin. H. S., Artport, N. Y., since 1927.
- Brown, J. Franklin, Ph. B. '89; Ph. D. '96; Editor, The Macmillan Co., New York, N. Y., since 1910.
- Bumgardner, Walter L., Sr. H. S., East Aurora, N. Y.
- Butterfield, R. L., B. S. '22; Prin. Charlotte H. S., Rochester, N. Y., since 1910.
- Caldwell, Otis W., B. S. '94; Ph. D. '98; L. L. D. '18; Prof. of Ed., Dir. of Sch. Experimentation, Columbia Univ., New York, N. Y., since 1928.
- Chamberlain, Harry, H. S., Groveland, N. Y.
- Chamberlain, H. N., Prin. H. S., Greene, N. Y.
- Colburn, Jessie B., 52 Gramercy Park, New York, N. Y.
- Collins, Louis M., B. A. '04; Prin. H. S., Geneva, N. Y., since 1924.
- Costello, Charles J., Prin. East H. S., Buffalo, N. Y.
- Counts, George S., A. B. '11; Ph. D. '16 International Inst., Tchrs. Col., Columbia Univ., New York, N. Y., since 1926.
- Cox, Philip W. L., A. B. '05; A. M. '14; Ph. D. '23; Prof. of Sec. Ed., New York Univ., New York, N. Y., since 1923.
- Crandall, Bert H., B. S. '20; M. A. '24; Prin. H. S., Gloversville, N. Y., since 1924.
- Davison, Geo. M., B. A. '92; Ph. D. '11; Prin. Jr. H. S., Brooklyn, N. Y., since 1905.
- De Gelleke, F. E., Sea Cliff, N. Y.
- De La Fleur, Frederick Jr., East Pembroke, N. Y.
- Dillingham, J. D., A. B. '87; A. M. '90; Pd. M. '92; Prin. Newtown H. S., Elmhurst, New York, N. Y., since 1898.
- Dillman, Louis C., A. B.; Editorial Dept. American Book Co., 88 Lexington Ave., New York, N. Y.
- Dorem, Neil C., Union H. S., Cleveland, N. Y.
- Downing, Marshall W., A. B. '94; Prin. North H. S., Syracuse, N. Y., since 1910.
- Ferriss, Emery N., Ph. B. '04; M. A. '05; Ph. D. '08; Prof. of Rural Ed., Cornell Univ., Ithaca, N. Y., since 1919.
- Flinner, Ira A., A. B. '11; A. M. '19; Ed. M. '25; Ed. D. '26; Ed. Dir., Northwood Sch., Lake Placid Club, Essex Co., N. Y., since 1925.
- Fretwell, Elbert K., A. M. '17; Ph. D. '17; Assoc. Prof. of Ed., Columbia Univ., New York, N. Y., since 1917.
- Gardner, D. M., Richmondville, N. Y.
- Gatje, Geo. H., Saxon Ave., East Islip, N. Y.
- Gibson, Charles S., 2154 S. Geddes St., Syracuse, N. Y.
- Harbordt, Charles E., B. A. '19; Prin. Woestina H. S., Rotterdam Junction, N. Y., since 1925.
- Hawley, W. E., Monroe H. S., Rochester, N. Y.
- Hayes, Harriet, Tchrs. Col., Columbia Univ., New York, N. Y.
- Hendershot, Harold T., B. S. '17; Prin. H. S., Athens, N. Y.
- Hodgton, Frederick C., A. B. '94; Ginn and Co., New York, N. Y.
- Hoffman, E. O., B. S. '05; Prin. H. S., Schenectady, N. Y.
- Huddle, Otto E., H. S., Briarcliff Manor, N. Y.
- Hummer, J. F., Central H. S., 31 Main St., Binghamton, N. Y.
- Hymers, T. Kerr, Prin. Jr. H. S., Scotia, N. Y.
- Jacobs, Miles R., Mamaroneck Ave. Sch., White Plains, N. Y.
- Johnson, Franklin W., A. B. '91; A. M. '93; L. H. D. '16; Prof. of Ed. Tchrs. Col., Columbia Univ., New York, N. Y., since 1919.
- Johnston, Harry J., McKinley Jr. H. S., Schenectady, N. Y.
- Kimmel, W. G., State Univ. of N. Y., Albany, N. Y.
- Kurke, George, Prin. Pub. Sch. No. 25, 330 East 5th St., New York, N. Y.
- Lehman, Eugene H., B. A. '02; M. A. '10; Pres. Highland Manor Jr. Col., Tarrytown, N. Y., since 1920.
- Leopold, Gertrude A., Asst. Prin. H. S., Akron, N. Y.
- Milliken, Carl E., 469 Fifth Ave., New York, N. Y.
- Mapes, Herbert M., 861 Broadway, Albany, N. Y.
- McCormick, Islay F., A. B. '00; Pd. B. '25; Headmaster Acad., Albany, N. Y., since 1919.
- Meyer, Leland Richard, A. B. '21; A. M. '22; Prin. H. S., Spring Valley, N. Y., since 1927.
- Naughton, John A., B. A. '02; Pd. B. '03; Pd. M. '18; Prin. Wm. S. Hackett Jr. H. S., Albany, N. Y., since 1927.
- O'Donnell, James, Isaac Remsen Jr. H. S., 325 Bushwick Ave., Brooklyn, N. Y.
- Paul, Francis H. J., B. A. '97; Ph. D. '04; Ph. D. '24; Prin. De Witt Clinton H. S., 500 W. 59th St., The Bronx, N. Y., since 1914.
- Peake, W. E., Cato, N. Y.
- Prindle, John Guy, B. A. '13, Williams Col.; M. A. '27, Columbia Univ.; Prin. H. S., Ilion, N. Y., since 1920.
- Reed, (Mrs.) Anna Y., Sch. of Ed., New York Univ., N. Y.
- Rhodes, Charles E., A. B. '91; A. M. '96, Princeton Univ.; Prin. Bennett H. S., Buffalo, N. Y., since 1925.
- Rickard, Meyer, Leland, A. B. '21; A. M. '22; Prin. H. S., Spring Valley, N. Y., since 1927.
- Ripton, J. Harold, Warrensburg, N. Y.
- Root, Benjamin H., Attica, N. Y.
- Ross, Paul S., Roxbury, N. Y.
- Rundlett, Carl A., Vernon, N. Y.
- Sauvain, Walter H., West Winfield, N. Y.
- Schamberger, P. B., B. S. '24; Prin. Malverne H. S., Lynbrook, Long Island, N. Y., since 1927.
- Segar, William S., A. B., Apt. 501, 512 W. 122nd St. New York, N. Y.
- Shineman, Howard G., Prin. H. S., South Osted, N. Y.

Skinner, Avery W., A. B. '92; Ph. D. '24; Dir. State Ed. Dept., Albany, N. Y., since 1920.
 Snyder, Elmer W., John Marshall H. S., Rochester, N. Y.
 Stanton, Geo. J., Supt. Highland, N. Y.
 Stewart, Hugh H., 40 Rich Ave., Mt. Vernon, N. Y.
 Thomas, M. Smith, A. C. '14; Prin. Hutchinson Central H. S., Buffalo, N. Y., since 1919.
 Tillinghast, Charles C., A. B. '06; A. M. '17; Prin. Horace Mann Sch., New York, N. Y., since 1920.
 Toaz, Robert K., A. B. '93; A. M. '12; Supt. Sch., Huntington, N. Y., since 1906.
 Trowbride, R. N., Columbia Apts., 3120 Broadway, New York, N. Y.
 Tuttle, Albert E., Mamaroneck, N. Y.
 Van Cott, Harrison H., B. S. '06; M. A. '19; Supr. Jr. H. Sch., State Ed. Bldg., Albany, N. Y., since 1926.
 Van Deusen, H. G., Oneonta, N. Y.
 Van Ingen, B. C., Kingston, N. Y.
 Webb, Everett S., A. B. '24, Amherst, Col.; M. A. '28, Cornell Univ.; Prin. H. S., South New Berlin, N. Y., since 1928.
 Weber, Howard D., Prin. Jr.-Sr. H. S., Batavia, N. Y.
 Webster, Geo. E., Rye, N. Y.

NORTH CAROLINA

Carroll, H. A., A. B. '14; Kernersville, N. C.
 Cassel, J. Eris, A. B. '21; Penn. H. S., Gastonia, N. C., since 1923.
 Elliott, A. M., A. B. '17, Univ. of N. C.; M. A. '26, Columbia Univ.; Prin. Alexander Graham Jr. H. S., Charlotte, N. C., since 1919.
 Garinger, Elmer H., Prin., Central H. S., Charlotte, N. C.
 Hampton, W. O., B. S. '21; M. S. '25; Ph. D. '27; Prin., New Hanover H. S., Wilmington, N. C., since 1926.
 Hartwick, George A., Fletcher H. S., Asheville, N. C.
 Honeyeutt, A. W., Henderson, N. C.
 Ingold, W. L., A. B. '17; Prin. H. S., Walkertown, N. C., since 1923.
 Johnstone, L. R., A. B. '14; Prin., H. S. High Point, N. C., since 1922.
 Krauss, Harold F., A. B. '22; Supt. Gibson, N. C., since 1927.
 Moore, John W., A. B. '12; Prin., R. J. Reynolds H. S., Winston-Salem, N. C., since 1920.
 Peeler, Egbert N., M. A. '28; A. B. '24; Prin., H. S., Granite Quarry, N. C., since 1925.
 Rhue, Jesse R., Pinnacle, N. C.
 Rogers, G. O., A. B. '09; Prin. Sch., Whiteville, N. C., since 1923.
 Sandifer, J. R., A. B. '02; Headmaster Blue Ridge Sch. for Boys, Hendersonville, N. C., since 1913.
 Sledge, T. H., Prin., Route 4, Louisburg, N. C.
 Spikes, L. E., A. B. '24; Prin. Central H. S., Rutherfordton, N. C., since 1925.
 Trigg, H. L., A. B. '13; A. M. '18; Inspector H. S., Division Negro Educ. State Dept., Raleigh, N. C. since 1928.
 Warren, W. F., H. S., Durham, N. C.

NORTH DAKOTA

Blair, T. W., Roosevelt Jr. H. S., Fargo, N. D.
 Coddling, C. L., B. A. '14; Supt. State Agri. H. S., Box 436, Velva, N. D.
 Colton, J. H., A. B. '11; Prin. H. S., Minot, N. D., since 1920.
 Eugenia, Sister, B. A. '14, Col. of St. Catherine; M. A. '16, Univ. of Minn.; Prin. Academy of St. James, Grand Forks, N. D., since 1925.
 Gronitz, Geraldine, B. S. '25; Prin. H. S., Leonard, N. D., since 1927.
 Heer, Theodore O., B. A. '17; Prin. H. S. Kenmare, N. D., since 1927.
 Huber, Marie W., Bismarck, N. D.
 Milligan, Edward A., Colfax, N. D.
 Rickansrud, T. M., B. A. '22; Supt. Schs., Rolla, N. D.
 Rosenthal, Joseph M., Bucyrus, N. D.
 Skeie, Elmer, Stanley, N. D.
 Tighe, B. C., Ph. B. '08; Ph. M. '10; Prin. H. S., Fargo, N. D., since 1913.
 Tiller, O. E., A. B. '20; Supt. Sch., Milton, N. D., since 1925.

OHIO

Baer, D. C., Bucyrus, Ohio.
 Barnaby, Josephine, B. Ph. '96; Prin. Shaw H. S., E. Cleveland, Ohio, since 1926.
 Bohn, J. E., A. B. '20; A. M. '26; Prin. H. Schs., Fremont, Ohio, since 1924.
 Bowman, C. J., Ph. B. '00; A. M. '08; Prin. Central H. S., Akron, Ohio, since 1924.
 Broede, Ralph, A. B. '17; M. A. '22; Supt. Lykens Centralized Sch., Bloomville, Ohio, since 1922.
 Brown, Elijah H., Prin. Harding H. S., Fairport Harbor, Ohio.
 Brown, H. L., B. S. '21; Prin. H. S., Ravenna, Ohio, since 1925.
 Bryant, C. E., A. B. '01; Prin. South H. S., Akron, Ohio, since 1924.
 Buell, Lewis E., A. B. '23; Prin. Jr.-Sr. H. S., Nelsonville, Ohio, since 1928.
 Bunn, P. C., Ph. B. '09; M. A. '22; Prin. H. S., Lorain, Ohio, since 1914.
 Bush, F. J., B. S. '08; A. M. '25; Asst. Prin. Detroit Jr. H. S., Cleveland, Ohio, since 1929.
 Butterfield, E. E., Ph. B. '11; A. M. '24; Prin. John Adams H. S., Cleveland, Ohio, since 1927.
 Cain, R. F., St. Clairsville, Ohio.
 Caldwell, D. E., Prin. Point Place H. S., Toledo, Ohio.
 Carr, A. T., Ph. B. '09; A. M. '14; Prin. Fowler Jr. H. S., Cleveland, Ohio, since 1924.
 Chapman, Charles K., A. B. '05, Denison; A. M. '19, Univ. of Wis.; Prin. Woodward Technical H. S., Toledo, Ohio, since 1923.
 Church, H. H., Toronto, Ohio.
 Cockrell, Emerson T., A. B. '12; A. M. '16; Prin. Empire Jr. H. S., Cleveland, Ohio, since 1919.
 Cole, J. E., A. B. '92; M. A. '05; Prin. H. S., Norwalk, Ohio, since 1895.
 Cook, W. A., A. B. '02; A. M. '11; Ph. D. '13; Prof. of Ed., Univ. of Cincinnati, Cincinnati, Ohio, since 1926.
 Crowell, J. A., Prin. Fairmount H. S., Cleveland, Ohio.

- Cully, H. H., A. B. '87; A. M. '90; Prin. Glenville H. S., Cleveland, Ohio, since 1895.
- Cummings, C. W., Ph. B. '12; Prin. H. S., Ashland, Ohio, since 1927.
- Davis, George E., B. A. '02; M. A. '09; Prin. Walnut Hills H. S., Cincinnati, Ohio, since 1918.
- Davis, J. W., Warren G. Harding H. S., Warren, Ohio.
- Davison, J. H., B. S. Ed. '25; Prin. South H. S., Lima, Ohio, since 1925.
- Demorest, Ralph H., B. S. '04; Prin. Scott H. S., Toledo, Ohio, since 1913.
- Eikenberry, Dan H., A. B. '11; A. M. '15; Ph. D. '26; Prof. Sch. Adm. State Univ., Columbus, Ohio, since 1927.
- Emswiler, H. W., Starling Jr. H. S., Columbus, Ohio.
- Everett, Charles D., A. B. '80; A. M. '93; Prin. North H. S., Columbus, Ohio, since 1893.
- Findley, Edwin L., A. B. '91; A. M. '96; Prin. South H. S., Cleveland, Ohio, since 1919.
- Fischer, B. J., B. S. Ed. '27; Prin. H. S., Frazesburg, Ohio, since 1927.
- Fletcher, Harriett, B. S. '19; Prin. West Jr. H. S., Warren, Ohio, since 1918.
- Flood, John W., E. E. '11; B. S. '18; M. A. '28; Prin. West H. S., Akron, Ohio, since 1924.
- Frank, S. C., Supt. H. S., Mt. Sterling, Ohio.
- Freeman, Philip Q., H. S., Bellefontaine, Ohio.
- Fulks, B. F., B. S. in Ed. '20; M. A. '27; Prin. H. S., Norwood, Ohio, since 1928.
- Garvin, R. A., B. S. '00; Prin. Vernon Heights Jr. H. S., Marion, Ohio, since 1924.
- Geiger, J. D., M. A. '29, Ohio State Univ.; Prin. H. S., Mt. Vernon, Ohio, since 1924.
- Gephart, E. I., H. S., Delaware, Ohio.
- Getz, R. H., Prin. H. S., Girard, Ohio.
- Harrison, Ford O., A. B. '11, Univ. of Pittsburgh; A. M. '26, Western Reserve Univ.; Prin. Central H. S., Canton, Ohio, since 1927.
- Harshman, F. E., A. B. '14; A. M. '26; Prin. H. S., Athens, Ohio, since 1923.
- Hatton, O. C., East H. S., Akron, Ohio.
- Hawk, William M. H. S., Washington C. H., Ohio.
- Hicks, C. H., Norwich, Ohio.
- Hickson, Dean M., A. B. '10; M. A. '11; Prin. H. S., Lancaster, Ohio, since 1916.
- Higley, B. K., Wellston, Ohio.
- Hildebolt, Harry C., Prin. Sr. H. S., Eaton, Ohio.
- Irma, Sister, St. Joseph Academy, Cleveland, Ohio.
- Jones, Arthur O., B. S. '99; M. A. '07; Prin. Woodward H. S., Cincinnati, Ohio, since 1922.
- Keppel, A. R., B. A. '17; Prin. H. S., Marietta, Ohio, since 1924.
- Kerr, Florence L., A. B. '09; Prin. Gallia Academy H. S., Gallipolis, Ohio, since 1925.
- Keyser, J. A., B. S. '16; Prin. Muskingum Academy, New Concord, Ohio, since 1920.
- Kinley, F. L., Prin. H. S., Findley, Ohio.
- Kirsch, Rev. R. G., A. B. '15; A. M. '23; Prin. Central Catholic H. S., Toledo, Ohio, since 1925.
- Kline, W. A., Prin. H. S., Westerville, Ohio.
- Ladd, Alfred D., Ph. B. '08; Prin. Garfield H. S., Akron, Ohio, since 1925.
- Lapping, C. G., Shawnee Twp., Lima, Ohio, R. No. 1.
- Larson, Carl E., Ironton, Ohio.
- Layton, C. M., B. S. in Ed. '20; Prin. Washington H. S., Massillon, Ohio, since 1924.
- Leach, H. W., B. S. '11; Prin. Central H. S., Lima, Ohio, since 1924.
- Longbon, Edith A., Ph. B. '12; Dir. of Tchrs. Trng., Baldwin-Wallace Col., Berea, Ohio.
- Lothman, Daniel W., A. B. '85; Prin. East H. S., Cleveland, Ohio, since 1910.
- Ludwig, B. G., B. A. '19; M. A. '23; Prin. H. S., E. Liverpool, Ohio.
- Luttrell, C. J. W., B. A. '17; B. Sci. Ed. '17; M. A. '24; Prin. H. S., Ashtabula, Ohio, since 1924.
- Lyon, Edmund D., A. M. '02; Ped. D. '08; Prin. Withrow H. S., Cincinnati, Ohio, since 1919.
- Macelwane, Francis J., M. A. '21; Supt. Catholic Schs., Toledo, Ohio, since 1922.
- Magley, Otto H., Ph. B. '95; Prin. West H. S., Columbus, Ohio, since 1908.
- Mahaffey, Evan L., B. A. '11; M. A. '11; Prin. South H. S., Columbus, Ohio, since 1920.
- Marshall, H. C., A. B. '27, Oberlin Col.; Prin. Everett Jr. H. S., Columbus, Ohio, since 1927.
- Marshall, L. M., Brownell Jr. H. S., Cleveland, Ohio.
- Martin, Anna, Columbia Station, Ohio.
- Martin, Wilbert W., Prin. Columbian H. S., Tiffin, Ohio.
- Mathews, Neil D., B. S. '21; M. A. '23; Prin. West Commerce H. S., Cleveland, Ohio, since 1923.
- Mayer, Lewis F., Prin. Fairview H. S., Rocky River, Ohio.
- Mayhew, Clarkson J., B. S. '17; Prin. H. S., Wadsworth, Ohio, since 1926.
- McDermott, Ida, A. B. '22; Prin. H. S., Fostoria, Ohio, since 1895.
- McFarland, R. M., A. B. '19; Prin., Martins Ferry, Ohio, since 1927.
- Meeks, R. L., Harding Jr. H. S., Lakewood, Ohio.
- Messerly, W. D., Prin. Grant Jr. H. S., Steubenville, Ohio.
- Metts, D. E., A. B. '14; M. A. '22; Prin. Shore H. S., Euclid, Ohio, since 1917.
- Meyer, Carl H., A. B. '02; B. S. '02; A. M. '23; Prin. Lincoln H. S., Canton, Ohio, since 1902.
- Michael, H. E., 136 Washington St., Chagrin Falls, Ohio.
- Miller, Edgar A., A. B. '10; A. M. '24; Prin. Audubon Jr. H. S., Cleveland, Ohio, since 1920.
- Miller, E. F., Ph. B. '87; Ph. M. '89; Prin. Rayen H. S., Youngstown, Ohio, since 1911.
- Miller, W. E., A. B. '11; M. A. '16; Prin. H. S., Middletown, Ohio, since 1917.
- Mitchell, J. C., A. B. '10, Dartmouth Col.; A. M. '17, Columbia; Prin. H. S., Lakewood, Ohio, since 1927.
- Moninger, H. F., Ph. B. '06; Prin. H. S., Newark, Ohio, since 1918.

- Moore, William L., A. B. '13; M. A. '26; Prin. Longwood Commerce H. S., Cleveland, Ohio, since 1923.
- Mounger, H. F., Prin. H. S., Newark, Ohio.
- Moyer, E. L., B. A. '14; M. A. '12; Prin. H. S., Van Wert, Ohio, since 1927.
- Muir, T. M., A. B. '04; A. M. '12; Prin. Bloom Jr. H. S., Cincinnati, Ohio, since 1918.
- Newell, J. E., A. B. '97; A. M. '04; M. A. '23; Prin. Barrett Jr. H. S., Columbus, Ohio, since 1924.
- Ottermann, Charles, M. A. '15; Asst. Supt. of Schs., Cincinnati, Ohio, since 1922.
- Patricia, Sister M., Sisters of St. Joseph, 2035 E. 79th St., Cleveland, Ohio.
- Pattin, R. B., Prin. & Supt. Shaker Heights, Cleveland, Ohio.
- Peters, Harry A., B. A. '02; Prin. University Sch., Cleveland, Ohio, since 1908.
- Phillips, Howard W., 115 S. Portland Ave., Youngstown, Ohio.
- Pieffer, Harold A., B. S. '22; Prin. Central H. S., Barberton, Ohio, since 1927.
- Pine, H. L., Prin. H. S., Cambridge, Ohio.
- Pollock, James A., Prin. Morrison R. Waite H. S., Toledo, Ohio.
- Pottorf, John L. G., A. B. '03; M. A. '11; Prin. McKinley H. S., Canton, Ohio, since 1918.
- Powers, Pliny H., A. B. '15; A. M. '26; Prin. East Technical H. S., Cleveland, Ohio, since 1923.
- Puckett, Roswell C., M. A. '23; Dir. of H. Schs., Toledo, Ohio, since 1927.
- Rausch, Calvin P., B. S. '25; Prin. Twp. H. S., Mantua, Ohio, since 1925.
- Richards, Ralph D., A. B. '12; M. A. '26; Prin. Rockey River, Cleveland, Ohio, since 1921.
- Richsecker, C. W., Ph. B. '10; A. M. '17; Prin. Chaney H. S., Youngstown, Ohio, since 1926.
- Royer, M. L., Berea, Ohio.
- Scaman, Elton A., Avon, Ohio.
- Seibert, A. B. '97; Roosevelt H. S., Dayton, Ohio.
- Sharkey, Clare G., Stivers H. S., Dayton, Ohio.
- Sharrock, Roy B., B. S. '21; M. A. '28; Prin. Central H. S., Euclid, Ohio, since 1922.
- Shively, C. P., B. S. '13; Prin. H. S., Elyria, Ohio, since 1924.
- Siehl, B. H., Prin. Western Hills H. S., Cincinnati, Ohio.
- Simpson, David P., A. B. '92; A. M. '95; L. L. B. '09; Prin. West H. S., Cleveland, Ohio, since 1911.
- Simpson, W. F., A. B. '15; A. M. '23; Prin. H. S., Salem, Ohio, since 1925.
- Sims, Cecil M., B. A. '14; M. A. '27; Prin. H. S., Piqua, Ohio, since 1919.
- Smeltz, E. E., B. S. '18; B. S. Wooster Col.; Prin. Alexander Hamilton Jr. H. S., Cleveland, Ohio, since 1928.
- Smiley, James B., A. B. '89, Oberlin Col.; A. M. '09, Harvard Univ.; Prin. Lincoln H. S., Cleveland, Ohio, since 1908.
- Smith, Earl F., Supt. H. S., Columbus Grove, Ohio.
- Smith, Hugh R., Ph. B. '04, Wooster Col.; Ed. M. '26, Harvard Univ.; Prin. North-H. S., Akron, Ohio, since 1916.
- Smith, J. A., Prin. H. S., Chillicothe, Ohio.
- Smith, J. W., B. S. '03; Prin. East H. S., Youngstown, Ohio, since 1926.
- Smith, Wayne G., Prin. Addison H. S., Cleveland, Ohio.
- Spangler, J. W., B. A. '18, Ohio Wesleyan; M. A. '28, Columbia Univ.; Prin. Kent Roosevelt H. S., Kent, Ohio, since 1928.
- Sprecher, J. W., 254 East College Ave., Westerville, Ohio.
- Springer, W. J., Prin. H. S., Salem, Ohio.
- Sprouse, W. L., A. B. '21; A. M. '28; Prin. H. S., Kenton, Ohio, since 1927.
- Stanfield, D. R., Edison, Ohio.
- Stewart, John W., A. B. '16; Prin. Memorial H. S., Campbell, Ohio, since 1926.
- Stillwell, William Earle, A. B. '01; A. M. '03; Headmaster, Univ. Sch., Cincinnati, Ohio, since 1903.
- Stuart, George W., Bx. 471, Crooksville, Ohio.
- Swain, H. P., Ph. B. '07; Prin. Crestview Jr. H. S., Columbus, Ohio, since 1925.
- Tannchill, J. C., B. S. Ed. '21; Prin. Longfellow Jr. H. S., Massillon, Ohio, since 1924.
- Taylor, B. W., A. B. '11, Ohio Univ.; A. M. '27, Western Reserve Univ.; Prin. Patrick Henry Jr. H. S., Cleveland, Ohio, since 1916.
- Thompson, F. R., Prin. H. S., Washington Court House, Ohio.
- Tiffany, E. W., A. B. '05; Prin. Sr. H. S., Springfield, Ohio, since 1916.
- Townsend, W. M., A. B. '79; Prin. Central H. S., Columbus, Ohio, since 1904.
- Tuck, C. C., A. B. '17; M. A. '26; West Technical H. S., Cleveland, Ohio, since 1923.
- Van Fossan, Sadie P., Ph. B. '12; Prin. David Anderson H. S., Lisbon, Ohio, since 1917.
- Vaughan, J. E., H. S., Alliance, Ohio.
- Villars, J. O., B. S. '94; M. A. '95; Prin. H. S., Wilmington, Ohio, since 1919.
- Walker, A. L., Supt. Sch., Hudson, Ohio.
- Warner, Rodney J., Junction City, Ohio.
- Whinnery, Karl E., Ph. B. '12; M. A. '15; Prin. H. S., Sandusky, Ohio, since 1921.
- Whitney, Frank P., A. B. '98; A. M. '07; Prin. Collinwood H. S., Cleveland, Ohio, since 1905.
- Wigton, Charles E., A. B. '19; Prin. H. S., Oberlin, Ohio.
- Williams, Harold E., B. A. '11, Univ. of Mich.; Prin. Libbey H. S., Toledo, Ohio, since 1923.
- Wixom, Elbert C., A. B. '03; A. M. '16; Prin. Central H. S., Cleveland, Ohio, since 1923.
- Worthing, W. B., H. S., Castalia, Ohio.

OKLAHOMA

- Anderson, Homer S., B. A., '24; Prin. Jr. H. S., Bristow, Okla., since 1927.
- Balyeat, Frank A., Ph. D. '27; M. A. '18; B. A. '11; Dir. of University Training Sch., Univ. of Okla., Norman, Okla., since 1928.
- Bender, John Frederick, A. B. '06; A. M. '22; Ph. D. '26; Prof. Sch. Adm., Univ. of Okla., Norman, Okla., since 1926.
- Blakey, Guy B., A. B. '15; B. S. '15; Prin. H. S., Okmulgee, Okla., since 1925.
- Bogan, L. E., A. B. '24; Supt. Sch., Okay, Okla., since 1920.
- Born, F. R., A. B. '21; A. M. '28; Prin. Jr. H. S., Ardmore, Okla., since 1925.

Brown, J. H., Prin. Roosevelt Jr. H. S., Tulsa, Okla.
Carmichael, Perry, 1115 Xanthus St., Tulsa, Okla.
Carruth, J. A. Jr., B. S. '24, Central State Tchrs. Coll., Prin. H. S., Cleveland, Okla., since 1927.
Cogburn, B. L., B. S. '23; M. A. '28; Prin. H. S., Aline, Okla., since 1928.
Davis, E. O., B. A. '21; Prin. Senior H. S., Ardmore, Okla., since 1925.
Forbes, Charlie E., 115 N. Hitchcock, Hobart, Okla.
Foster, Eli C., A. B. '15; Prin. Jr.-Sr. H. S., Bartlesville, Okla., since 1923.
Gethmann, C. W., A. B. '07; M. A. '11; B. D. '10; Prin. Central H. S., Oklahoma City, Okla., since 1921.
Huston, Harry, A. B. '05; Prin. H. S., Blackwell, Okla., since 1915.
Kezer, C. L., B. S. '01; A. B. '14; Prof. of Sec. Ed., Oklahoma State Agric. Col., Stillwater, Okla., since 1919.
Looney, Ethel, Prin. H. S., Vinita, Okla.
McBride, F. E., Prin. H. S., Sulphur, Okla.
McCollom, W. W., Prin., Jr. H. S., Stillwater, Okla.
Pfost, L. R., B. S. '19; A. M. '27; Prin. Sr. H. S., Picher, Okla., since 1924.
Prunty, Merle C., A. B. '09; A. M. '27; LL. D. '28; Prin. Sr. H. S., Tulsa, Okla., since 1918.
Quisenberry, J. F., Prin. H. S., Woodward, Okla.
Reisdorph, F. S., Leedley, Okla.
Roach, William L., A. B. '20; A. M. '22; Prin. H. S., Ponca City, Okla., since 1924.
Smith, Margaret S., Webster Jr. H. S., Oklahoma City, Okla.
Speaker, L. M., Prin. Central H. S., Muskogee, Okla.
Strozier, C. A., B. A. '05; Prin. H. S., Newkirk, Okla., since 1925.
Waller, De Witt, A. B. '11; Prin. H. S., Enid, Okla., since 1915.

OREGON

Arnold, Anna E., Prin. Girls' Polytechnic Sch., Portland, Ore.
Ball, S. F., Franklin H. S., Portland, Ore.
Bittner, A. F., A. B. '02, Dallas Col.; B. S. '07, Univ. of Calif.; Prin. Grant H. S., Portland, Ore., since 1928.
Boyd, Hugh J., A. B. '00; LL. B. '14; Prin. Washington H. S., Portland, Ore., since 1920.
Cleveland, C. E., Benson Polytechnic School, Portland, Ore.
Douglass, H. R., B. S. '15; A. M. '21; Prof. of Ed. Univ. of Ore., Eugene, Ore.
Elton, J. F., B. A. '04; Prin. H. S. of Commerce, Portland, Oregon, since 1918.
Fletcher, W. T., M. A. '06; U. S. Grant H. S., Portland, Ore.
Fry, Chas. A., Prin. Roosevelt H. S., Portland, Ore., since 1925.
Hillier, Alfred, B. A. '25; Prin. H. S., Warrentown, Ore., since 1925.
Jenkins, Hopkin, A. B. '00, Yale Univ.; LL. B. '02, Univ. of Ore.; M. A. '07, Yale Univ.; Prin. Jefferson H. S., Portland, Ore., since 1909.
Johnson, Harry B., A. B. '13; Prin. H. S., Eugene, Ore., since 1927.

Knight, F. S., H. S., Hood River, Ore.
Larson, Benjamin E., B. S. '22; Prin. H. S., Roseburg, Ore., since 1922.
Luebke, James, B. S. '19; Bonanza, Ore., since 1924.
Morgan, Ralph L., Imbler, Ore.
Reese, Lewis E., Prin. Concord Sch., Milwaukie, Ore.
Roe, Thomas R., A. B. '27; Prin. H. S., Metolius, Ore.
Stetson, Fred L., B. A. '11; M. A. '13; Prof. of Sec. Ed.; Univ. of Ore., Eugene, Ore., since 1913.
Tobie, H. E., Stayton, Ore.
Tolles, L. A., Echo, Ore.
Towler, E. D., B. D. '13; B. S. '16; M. S. '26; Prin. H. S., La Grande, Ore., since 1921.
Verry, W. L., Lincoln H. S., Portland, Ore.

PENNSYLVANIA

Allen, Jessie E., A. B., Prin. H. S. for Girls, Philadelphia, Penn., since 1923.
Anthony, John W., A. B. '93; A. M. '96; Prin. Gladstone Jr. H. S., Pittsburgh, Pa., since 1923.
Babb, Charlton H., Prin. Shoemaker Jr. H. S., Philadelphia, Pa.
Bailey, John F., A. B. '03; A. M. '04; Prin. D. B. Oliver H. S., Pittsburgh, Pa., since 1925.
Baird, Arthur C., A. B. '99; Vice Prin. Taylor Alderdice H. S., Pittsburgh, Pa., since 1928.
Ballintine, O. P., Ph. B. '09; Prin. Har. Brack Union H. S., Brackenridge, Pa., since 1924.
Barrick, F. M., A. B. '26; Prin. Boyer Memorial Sch., Halifax, Pa., since 1926.
Beck, Thomas F., Sr. H. S., Lewistown, Pa.
Beitenman, Florence B., Ph. B. '04; A. M. '06; Vice Prin. Sr. H. S., Reading, Pa., since 1915.
Biemesderfer, D. L., A. B. 21; Manor Township H. S., Millersville, Pa., since 1924.
Bitner, E. T., Mont Alto, Pa.
Blair, Parr D., A. B. '05; A. M. '08; Supt. Crawford Co. Sch., Meadville, Pa., since 1911.
Boyles, Robert E., B. S. '20; A. M. '22; Prin. Lincoln H. S., Midland, Pa., since 1924.
Breidinger, Jacob P., A. B. '85; A. M. '88; Prin. James M. Coughlin H. S., Wilkes-Barre, Pa., since 1891.
Bristow, William H., B. S. '20; A. M. '22; Asst. Dir. of Sec. Ed., Dept. of Pub. Inst., Harrisburg, Pa., since 1924.
Buckner, Chester A., B. B. '09; A. M. '11; Ph. D. '18; Prof. of Sec. Ed., Univ. of Pittsburgh, Pa., since 1920.
Buell, Frances M., B. S. '14; Prin. Acad. of the New Church, Bryn Athyn, Pa., since 1920.
Carback, Clarence H., B. S. '12; A. M. '17; Prin. Roosevelt Jr. H. S., Philadelphia, Pa., since 1924.
Carter, J. Frank, B. S. '17; M. A. '23; Prin. Haverford H. S., Upper Darby, Pa., since 1925.
Casell, Carl L., A. B. '14; M. A. '25; Vice Prin. Sr. H. S., Reading Pa., since 1924.
Clark, Robert W., B. S. '14; A. M. '14; Prin. North Union H. S., Uniontown, Pa., since 1915.

- Clipman, W. H. Jr., A. B. '19; A. M. '27; Prin. Sr. H. S., Charleroi, Pa., since 1928.
- Crumbling, C. S., B. S. '11; Prin. Muhlenberg Twp. H. S., Laureldale, Pa., since 1925.
- Deevers, Roland G., Taylor Alderdice H. S., Pittsburgh, Pa.
- Denniston, Donald W., B. A. '16; M. A. '26; Prin. Jr.-Sr. H. S., Palmerton, Pa., since 1926.
- Druckemiller, Myra, Prin. Inter. Jr. H. S., Nazareth, Pa., since 1923.
- Dyer, John H., 1416 Jackson, Scranton, Pa.
- Eisenhauer, J. H., A. B. '05; A. M. '07; Prin. H. S. for Boys, Reading, Pa., since 1923.
- Fager, Charles B. Jr., A. M. '93; M. D. '93; D. Sc. '11; Prin. William Penn. H. S., Harrisburg, Pa., since 1926.
- Fels, Maurice, 4223 Spruce St., Philadelphia, Pa.
- Fenimore, Beulah A., B. S. '16; Prin. Kensington H. S., Philadelphia, Pa., since 1917.
- Fickinger, F. E., A. B. '94; Prin. Langley H. S., Pittsburgh, Pa., since 1923.
- Fife, W. Lawrence, B. A. '13, Westminster Col.; Prin. H. S., Canonsburg, Pa., since 1923.
- Freely, Le Roy E. J., Boalsburg, Pa.
- Gensbiger, W. A., A. B. '11; Prin. H. S., Greensburg, Pa., since 1926.
- Gillispie, F. C., 146 S. Sixth St., Duquesne, Pa.
- Gould, George, B. S. '20; M. A. '22; Prin. H. S., Homestead, Pa., since 1923.
- Graham, W. C., A. B. '97; A. M. '10; Prin. H. S., 1417 Penn Ave., Wilkinsburg, Pa., since 1903.
- Grizzell, Emit D., A. B. '15; A. M. '19; Ph. D. '22; Asst. Prof. of Sec. Ed., Univ. of Pa., Philadelphia, Pa., since 1922.
- Haines, Fred E., 1018 Kennedy Ave., Duquesne, Pa.
- Haney, John Louis, B. S. '98, Univ. of Pa.; Ph. D. '01, Univ. of Pa.; Pres. Central H. S., Philadelphia, Pa., since 1920.
- Haviland, Walter W., A. B. '93; Headmaster Friends Select Sch., Philadelphia, Pa., since 1911.
- Heminger, Walter B., A. B. '15; M. Ed. '27; Prin. Jr.-Sr. H. S., Hershey, Pa., since 1927.
- Hess, Walter L., Dir. Voc. Sch., Waterford, Pa.
- Hollenback, Warner, 160 Locust St., Emsworth, Pittsburgh, Pa.
- Horner, Meyers B., A. B., '13; A. M. '26; Prin. H. S., Washington, Pa., since 1926.
- Hulton, John G., B. A. '18; Prin. H. S., Latrobe, Pa., since 1922.
- Hughes, R. O., A. B. '00; A. M. '24; Vice Prin. Peabody H. S., Pittsburgh, Pa., since 1926.
- Hutson, P. W., Ph. D. '25; M. A. '23; B. A. '13; Assoc. Prof. of Sec. Ed., Univ. of Pittsburgh, Pittsburgh, Pa., since 1922.
- Jackson, J. Roy, Ph. B. '14, Dickinson Col.; A. M. '27, Univ. of Pittsburgh; Prin. Harding H. S., Aliquippa, Pa., since 1922.
- Jacobs, Sarah, A. B. '09; Prin. Seiler Sch., Harrisburg, Pa., since 1919.
- Jones, Arthur J., A. B. '93; Ph. D. '07; Prof. of Sec. Ed., Univ. of Pa., Philadelphia, Pa., since 1915.
- Jones, Galen, B. A. '18; A. M. '21; Prin. Sr. H. S., Reading, Pa., since 1928.
- Jones, P. A., A. B. '10; Prin. H. S., Sharon, Pa., since 1914.
- Keller, Harold W., A. B. '23; A. M. '26; Prin. Sr. H. S., East Stroudsburg, Pa., since 1927.
- Kraybill, I. R., A. B. '09; A. M. '10; Prin. Cheltenham H. S., Elkins Park, Pa., since 1922.
- Krebs, Mathilda, Prin. Southmont Borough Pub. Sch., Johnstown, Pa., since 1927.
- Kutz, William C., 1664 Washington Ave., Northampton, Pa.
- Lane, C. A., Prin. H. S., Penfield, Pa.
- Lantz, W. W., Turtle Creek, Pa.
- Lewis, W. Dodge, B. A. '92; M. A. '95; Pd. D. '17; Litt. D. '21; Editor-in-Chief, J. C. Winston Co., Philadelphia, Pa., since 1923.
- Loree, Dolan H., B. S. '22; M. A. '25; Prin. H. S., Connellsville, Pa., since 1928.
- Lubold, J. A., B. S. '15; A. M. '21; Prin. Sr. H. S., Uniontown, Pa., since 1924.
- Lutton, Louis F., Latimer Jr. H. S., Pittsburgh, Pa.
- Marsh, Paul N., B. S., '16; Prin. H. S., Ford City, Pa., since 1920.
- Mathewson, C. A., H. S., Canonsburg, Pa.
- Mathias, Roy J., 701 Brownsville Rd., Pittsburgh, Pa.
- Matteson, Frank L., A. B. '00; Prin. Peabody H. S., Pittsburgh, Pa., since 1926.
- McFarland, Edna L., A. B. '14; Asst. Prin. H. S., Greensburg, Pa., since 1915.
- McGann, Laura E., A. B. '11; Prin. Westmont-Upper Yoder H. S., Johnstown, Pa., since 1927.
- McGinness, Sarah E., A. B. '07; A. M. '25; Prin. H. S., Steelton, Pa., since 1923.
- McKown, Harry C., B. S., '13; A. M. '17; M. A. '22; Ph. D. '23; Prof. of Sec. Ed., Univ. of Pittsburgh, Pittsburgh, Pa., since 1923.
- Miller, Samuel W., 137 W. Early, Coaldale, Pa.
- Montanye, Edwin Y., B. S. Ed. '15; M. A. '18; Prin. Roxborough H. S., Philadelphia, Pa., since 1927.
- Mornebeck, Carl D., B. S. '22; M. S. '23; Prin. Jr.-Sr. H. S., Avalon, Pittsburgh, Pa., since 1924.
- Morrison, S. F. W., H. S., Clearfield, Pa.
- Nancarrow, J. E., Prin. Sr. H. S., Williamsport, Pa.
- Nicklas, Victor C., Prin. Jr. H. S., Clairton, Pa.
- Offner, Herman L., A. B. '26; Prin. Pub. Sch., Dayton, Pa., since 1927.
- Orth, Frank L., A. B. '00; Prin. Sr. H. S., New Castle, Pa., since 1917.
- Parmer, W. R., B. S. '19; M. A. '23, Univ. of Pa.; Supt. Sch., Jenkintown, Pa., since 1926.
- Pennypacker, C. B., A. M. '00; Prin. Lower Merion Sr. H. S., Ardmore, Pa., since 1912.
- Pepperman, A. L., Prin. Andrew G. Curtin Jr. H. S., Williamsport, Pa.
- Perry, L. E., A. B. '20; A. M. '25; Prin. Jr.-Sr. H. S., Mt. Lebanon, Pittsburgh, Pa., since 1928.
- Peters, Stacy E., A. B. '08; A. M. '11; Prin. Girls H. S., Lancaster, Pa., since 1920.
- Pond, Frederick L., B. S. '20; M. S. '22; Prin. H. S., Meadville, Pa., since 1928.

Pond, Martha, A. B. '13; Voc. Counselor, Short Course Business H. S., Pittsburgh, Pa., since 1916.

Rowland, Sidney V., B. S. '14; M. A. '21; Supt. Radnor Twp. Sch., Wayne, Pa., since 1920.

Rule, James N., B. S. '98; M. S. '01; Sc. D. '27; Dep. Supt., Dept. Pub. Inst., Harrisburg, Pa., since 1921.

Ryneerson, Edward, A. B. '93; A. M. '96; Ph. D. '19; Dir. Dept. Voc. Guidance, Pub. Sch., Pittsburgh, Pa., since 1917.

Saul, William A., Prin. West End Jr. H. S., Lancaster, Pa.

Sauvain, Edward, Ph. B. '99; Prin. Schenley H. S., Pittsburgh, Pa., since 1919.

Schock, Parke, A. B. '88; A. M. '92; Prin. Overbrook H. S., Philadelphia, Pa., since 1912.

Seidel, C. F., Supv. Jr. H. S., 120 S. 22nd St., Allentown, Pa.

Severance, Walter E., A. B. '95; A. M. '02; Prin. John Harris H. S., Harrisburg, Pa., since 1918.

Sheaffer, I. L., Prin. H. S., Northampton, Pa.

Smiley, Frank H., A. B. '22; A. M. '25; Prin. H. S., Stroudsburg, Pa., since 1925.

Smith, William L., A. B. '95; A. M. '06; Prin. Alleghany H. S., Pittsburgh, Pa.

Stone, Elton E., A. B. '12; M. A. '24; Prin. H. S., Easton, Pa.

Stradling, George F., A. B. '87; Ph. D. '95; Prin. Northeast H. S., Philadelphia, Pa., since 1920.

Taylor, R. B., Ph. B. '12; A. M. '21; Ph. D. '26; Dir. of Sec. Ed., Norristown, Pa., since 1923.

Tietbohl, W. E., A. B. '15; Prin. Dunbar Twp. H. S., Connellsville, Pa., since 1916.

Utz, S. S., Yardley, Pa.

Van Keuren, Edwin, B. A. '23; Prin. Harding Jr. H. S., Lebanon, Pa., since 1927.

Wagenhorst, L. H., Ph. D. '26; A. B. '14; A. M. '22; Dir. of State Normal Sch., Slippery Rock, Pa., since 1925.

Waldie, Conrad T., B. S. '16; M. A. '24; Prin. H. S., Darby, Pa., since 1923.

Wallize, A. B., Edison Jr. H. S., Harrisburg, Pa.

Walton, George A., A. B. '04; A. M. '07; Prin. George School, George School, Pa., since 1912.

Weaver, H. B., Ph. B. '14; Prin. H. S., New Kensington, Pa., since 1924.

Westlake, E. F., Prin. East Washington Sch., Washington, Pa., since 1916.

Williams, C. O., Asst. Prof. of Ed., Pennsylvania State Col., Harrisburg, Pa.

Wilson, (Mrs.) Lucy L. W., Ph. D. '97; Prin. South Philadelphia H. S. for Girls, Philadelphia, since 1916.

Winner, H. E., Ph. B. '01; Ph. M. '21; LL. D. '26; Prin. South Hills H. S., Pittsburgh, Pa., since 1917.

Worthington, Edward H., A. B. '13; A. M. '14, Univ. of Pa.; Prin. Thomas Williams Jr. H. S., Wyncote, Pa., since 1918.

Yeager, Wm. A., A. M.; Prin. East Walnut St., Kutztown, Pa.

Yerg, George M., 325 N. Grand St., Lewistown, Pa.

Young, Charles F., A. B. '15; B. S. '22; M. A. '27; Prin. H. S., Swissvale, Pa., since 1924.

RHODE ISLAND

Bosworth, C. W., A. B. '09; A. M. '10; Prin. Cranston H. S., Auburn, R. I., since 1917.

Callahan, William L., A. B. '12; Ed. M. '26; Prin. Burrillville H. S., Pascoag, R. I., since 1914.

Donlon, Chas. A., H. S., Woonsocket, R. I.

Gallup, A. S., A. B. '92; Prin. Jr. H. S., West Warwick, R. I., since 1927.

Harkins, John M., A. B. '08; Prin. H. S., Warren, R. I., since 1924.

Hathaway, G. West, Ph. B. '02; Prin. Veazie St. Gram. Sch., Providence, R. I., since 1920.

Hill, Roy W., Bx. 127, Barrington, R. I.

Jaeger, Harry A., 183 Verndale Ave., Providence, R. I.

Maryott, Alfred J., Sr.-Jr. H. S., East Providence, R. I.

Mason, Charles E., 55 School St., Westerly, R. I.

Pomeroy, Ray Eugene, A. B. '10; Prin. J. T. Lockwood Memorial H. S., Apponaug, R. I., since 1925.

Whipple, Lucius A., B. S. '08, R. I. State Univ.; A. M. '28, Brown Univ.; Prin. Sr. H. S., Pawtucket, R. I.

SOUTH CAROLINA

Barton, W. A., Jr., B. A. '10; M. A. '23; Coker College, Hartsville, S. C.

Brannon, William Lester, A. B. '21; Supt. Sch., Olar, S. C., since 1922.

Durham, R. A., A. B. '25; Supt. Sch., Smoaks, S. C., since 1926.

Flora, A. C., H. S., Columbia, S. C.

Hungerpiller, J. C., Prin. H. S., Hartsville, S. C.

Loggins, W. F., Prin. H. S., Greenville, S. C.

Mayer, L. V., A. B. '22; Supt. Wash. Cons. H. S., Parksville, S. C.

McBee, Mary V., Ashley Hall, Charleston, S. C.

Mosiman, T. F., H. S., Charleston, S. C.

SOUTH DAKOTA

Amirault, A. F., Pres. Columbus Col., Sioux Falls, S. D.

Ayres, G. H., Freeman, S. D.

Batson, W. H., Ph. D. '16; A. B. '07; Head Dept. of Ed., Univ. of South Dakota, Vermillion, S. D., since 1919.

Beaver, C. A., Yankton, S. D.

Beers, Fred A., B. A. '25; Supt. Consolidated Sch., Meckling, S. D., since 1926.

Brady, J. M., B. A. '05; Supt. Jr. Col., Notre Dame, Mitchell, S. D., since 1919.

Brande, L. J., White, S. D.

Britzman, H. C., Canton, S. D.

Brumbaugh, M. M., Asst. Prin. H. S., Sioux Falls, S. D.

Bullock, John K., B. S. '21; Supt. Sch., Armour, S. D., since 1925.

Byrne, Lee, A. M.; A. B.; Ph. D.; Head Dept. Urban Ed., Northern State Tchrs. Col., Aberdeen, S. D., since 1926.

Caldwell, W. L., Belle Fourche, S. D.

Carberry, E. F., Springfield, S. D.

Clark, T. L., Winner, S. D.

Curran, Clay C., B. A. '17; Prin. H. S., Lead, S. D., since 1920.

Deibert, J. L., Avon, S. D.
 Delker, S. F., B. S. '22; Supt. Con. Sch.,
 Chester, S. D., since 1921.
 Dunbar, Orville D., B. S. '13; M. A. '19;
 Prin. Sr. H. S., Huron, S. D., since 1925.
 Dunn, Wendell E., A. B. '16; A. M. '27;
 Prin. Jr.-Sr. H. S., Aberdeen, S. D., since
 1924.
 Early, William L., A. B. '00; A. M. '25;
 Prin. Washington H. S., Sioux Falls, S.
 D., since 1908.
 Erickson, A. E., A. B. '16; Prin. Sr. H. S.,
 Watertown, S. D., since 1926.
 Fort, L. M., A. B. '13, Univ. of Ill.; A. M.
 '28, Univ. of Colo.; Prin. H. S., Mitchell,
 S. D., since 1918.
 Gaffney, Matthew P., B. S. '12; M. A. '19;
 Prin. Central H. S., Aberdeen, S. D.,
 since 1924.
 Gulson, J. A., Hartford, S. D.
 Hager, E. E., B. S., '20; Prin. Sch., Trent,
 S. D., since 1923.
 Hanson, H., A. B. '28; Supt. Sch. Freeman,
 S. D., since 1928.
 Hawley, George E., A. B. '25; Supt. H. S.,
 Fairburn, S. D., since 1927.
 Heller, Daniel B., M. A. '13; A. B. '24;
 Supt. Vermillion, S. D., since 1922.
 Hite, F. D., Prin. H. S., Winner, S. D.
 Hogan, M. H., A. B. '18; Supt. H. S.,
 Howard, S. D., since 1921.
 Hollister, Anna, A. B. '22; Prin. H. S.,
 Vermillion, S. D., since 1925.
 Indall, H. A. R., Garretson, S. D.
 Johnson, J. A., Augustana Col., Sioux Falls,
 S. D.
 Johnson, E. L., Volin, S. D.
 Kingston, Agnes A., E. S. T. Col., Madison,
 S. D.
 Krug, R. H., Deadwood, S. D.
 Leyman, Jonas, B. A. '20; Supt. Sch., Elk
 Point, S. D., since 1913.
 Lynott, Maurice A., Wessington Springs,
 S. D.
 MacKintosh, M., Avon, S. D.
 McCammon, Ben, Pever, S. D.
 McNulty, C. J., Prin. H. S., Burbank, S. D.
 Morgan, H. S., B. A. '17; Supt. Sch., Ash-
 ton, S. D., since 1923.
 Mosby, H. G., A. B. '24; Supt. Sch., Irene,
 S. D., since 1925.
 Norton, Mary B., A. B. '08; A. M. '12;
 Supt. Sch., Faulkton, S. D., since 1925.
 Noteboom, Charlotte, University H. S., Ver-
 million, S. D.
 Risk, T. M., University, Vermillion, S. D.
 Rietz, H. E., Supt. Sch., Irene, S. D.
 Scarbro, P. J., Sch. of Agriculture, Brook-
 ings, S. D.
 Schultz, C. F., Deadwood, S. D.
 Skinner, R. W., A. B. '12; M. A. '26;
 Prin. H. S., Rapid City, S. D., since
 1919.
 Smith, C. W., Prin. University H. S., Ver-
 million, S. D.
 Snyder, R. L., Prin. H. S., Hurley, S. D.
 Stanislaus, Sister M., Mt. Marty Acad.,
 Yankton, S. D.
 Stuart, Matilda E., Prin. H. S., Madison,
 S. D.
 Turner, Daniel O., Olivet, S. D.
 Waddell, W. S., Bradley, S. D.

TENNESSEE

Bare, J. M., B. A. '22; Prin. H. S., Birch-
 wood, Tenn., since 1920.

Berry, W. C., B. S. '26; Prin. Lamar H. S.,
 Jonesboro, Tenn., since 1926.
 Davis, T. R., Walden Col., Nashville, Tenn.
 Elam, E. H., Prin. Acad., Pleasant Hill,
 Tenn.
 Evans, W. Ernest, A. B. '08; Prin. Sr. H.
 S., Knoxville, Tenn., since 1918.
 Gnuse, H. H., A. B. '04; A. M. '05; Prin.
 South Side H. S., Memphis, Tenn., since
 1923.
 Hamilton, T. T. Jr., 1800 19th Ave., Nash-
 ville, Tenn.
 Koffman, Charles K., A. B. '19, Union Col.;
 A. M. '27, Univ. of Wis.; Prin. Dobyns-
 Bennett H. S., Kingsport, Tenn., since
 1925.
 Mathews, C. B., Prin. E. M. Grove Henry
 Co. H. S., Paris, Tenn.
 McCallie, J. P., Headmaster McCallie Sch.,
 Mission Ridge, Chattanooga, Tenn.
 McCrary, J. E., Walter Hill, Tenn.
 Ragsdale, S. L., A. B. '10, Peabody Col.;
 Prin. Humes H. S., Memphis, Tenn., since
 1925.
 Shepherd, Homer P., Supt. Sch., Knoxville,
 Tenn.
 Smyth, William G., A. B. '02; Prin. Park
 Jr. H. S., Knoxville, Tenn., since 1923.
 Tarwater, W. H., B. A. '22; Prin. H. S.,
 Etowah, Tenn., since 1928.
 Vance, Robert K., Clarksville, Tenn.
 Yarbrough, N. H., Peabody Col., Nashville,
 Tenn.

TEXAS

Allen, W. S., A. B. '12; A. M. '15; Ph. D.
 '23; Prof. of Sec. Ed., Baylor Univ.,
 Waco, Tex., since 1924.
 Anderson, O. A., Prin. H. S., Mexia, Tex.
 Ashburn, G. L., Bryan H. S., Dallas, Tex.
 Brandenberger, W. S., M. A. '12; Prin.
 James S. Hogg Jr. H. S., Houston, Tex.,
 since 1926.
 Buster, N. E., Prin. W. James Jr. H. S.,
 Fort Worth, Tex.
 Chapman, L. L., 706 Wilson St., Texarkana,
 Tex.
 Collins, R. A., Prin. H. S., Port Arthur,
 Tex.
 Comstock, Ernest B., A. B. '05; A. M. '26;
 Prin. North Dallas H. S., Dallas, Tex.,
 since 1922.
 Dudley, L. E., B. A. '09; M. A. '16; Prin.
 H. S., Abilene, Tex., since 1918.
 Eakeley, F. S., M. A. '19; Prin. Main
 Avenue H. S., San Antonio, Tex., since
 1924.
 Evans, A. W., M. A. '24; Head Dept. of
 Ed., Texas Technological Col., Lubbock,
 Tex., since 1925.
 Fuhrmann, Joseph, College, Corpus Christi,
 Tex.
 Gardner, C. A., B. A. '11; M. A. '15; Prin.
 North Side H. S., Fort Worth, Tex.
 Genheimer, E. T., H. S., Waco, Tex.
 Gentry, George, A. B. '26, Baylor Univ.;
 Prin. H. S., Big Spring, Tex., since 1928.
 Green, William M., Asst. Supt. Sch., Fort
 Worth, Tex.
 James, William A., B. S. '94; M. A. '95;
 Prin. Ball H. S., Galveston, Tex., since
 1905.
 Jenkins, Jemmie, 710 Main St., Texarkana,
 Tex.
 Kaderli, Fred, Bx. 607, San Marcos, Tex.
 Krooken, J. A., Arlington, Tex.

McDonald, E. C., B. A. '99; Prin. Sr. H. S., Beaumont, Tex., since 1917.
 Parker, R. M., Polytechnic H. S., Fort Worth, Tex.
 Parker, Wylie A., B. S. '07; Prin. Forest Avenue H. S., Dallas, Tex., since 1920.
 Paschal, R. L., A. B. '91; Prin. Central H. S., Fort Worth, Tex., since 1906.
 Poole, Charles F., A. B. '25; A. M. '27; Prin. Sr. H. S., Amarillo, Tex., since 1927.
 Rider, S. H., B. A. '14; M. A. '15; Prin. H. S., Wichita Falls, Tex., since 1919.
 Sparks, R. B., H. S., Marshall, Tex.
 Stockard, Leroy V., M. A. '17; Supr. Sch., Dallas, Tex., since 1924.
 Wyatt, O. D., Prin. E. M. Doggett Jr. H. S., Fort Worth, Tex.

UTAH

Fox, Feramorz Y., A. B. '06, Univ. of Utah; M. L. '12, Univ. of Calif.; Pres. Latter Day Saints Col., Salt Lake City, Utah.
 Green, Della L., 743 25th St., Ogden, Utah.
 Greenwood, E. E., Prin. of Sch., Midvale, Utah.
 Harmon, L. B., H. S., Provo, Utah.
 Hinckley, F. A., B. L. '01; M. A. '23; Prin. Box Elder H. S., Brigham City, Utah, since 1917.
 McMillan, Lester B., A. B. '26; Prin. Grand Co. H. S., Moab, Utah, since 1927.
 Stearns, Harold J., B. S. '13; Prin. Roosevelt Jr. H. S., Salt Lake City, Utah, since 1921.
 Stewart, C. L., B. S. '24; Prin. North Santepe H. S., Mt. Pleasant, Utah, since 1923.
 Van Cott, Oscar, B. S. '14; Prin. Bryant Jr. H. S., Salt Lake City, Utah, since 1888.
 Watts, John A., B. S. '26; Prin. Duchesne Co. H. S., Roosevelt, Utah, since 1927.

VERMONT

Johnson, Leslie O., B. S. '15; Prin. H. S., Rutland, Ver.
 Kambour, Theodore, H. S., Montpelier, Ver.
 Peck, C. Henrietta, Prin. Grade Sch., Fair Haven, Ver.
 Sellers, Paul T., Prin., Canaan, Ver.
 Smith, James F., A. B. '03; A. M. '25; Prin., Bellows Falls, Ver., since 1924.
 Wilson, Theodore H., Acad., Saint Johnsbury, Ver.

VIRGINIA

Alexander, Fred M., B. A. '21; Prin. H. S., Newport News, Va., since 1917.
 Bedinger, Neal A., Prin. Oak Level H. S., News Ferry, Va.
 Bowers, A. E., B. A. '24; Prin. H. S., Washington, Va., since 1926.
 Bristow, A. B., A. B. '05; M. A. '15; Prin. Matthew Fontaine Maury H. S., Norfolk, Va., since 1920.
 Chase, Francis S., B. S. Ed. '27; Prin. H. S., Suffolk, Va., since 1927.
 Cheatham, Walter H., Blackstone, Va.
 Edmunds, T. C., Prin. D. W. Davis H. S., Staunton, Va.

Gasque, Q. D., B. S. '22; Prin. Warren Co. H. S., Front Royal, Va., since 1925.
 Hall, Sydney B., A. B. '19; M. A. '24; Ed. M. '25; Ed. D. '26; Supr. Sec. Ed., Richmond, Va., since 1925.
 Ikenberry, W. C., B. A. '12; M. A. '18; Prin. Jackson Jr. H. S., Roanoke, Va., since 1927.
 Jenkins, Carlton C., Prin. H. S., Curdsville, Va., since 1925.
 McCullough, W. T., A. B., Univ. of W. Va.; Prin. Robert E. Lee, Jr. H. S., Lynchburg, Va.
 Painter, H. M., Buchanan, Va.
 Sanger, Lina E., B. A. '16, Bridgewater Col.; M. A. '25, Univ. of Pa.; Prin. H. S., Bridgewater, Va., since 1918.
 Walker, H. A. C., A. B. '97; Prin. E. C. Glass H. S., Lynchburg, Va., since 1922.
 Wildy, David H., B. S. '26; Prin. Henry Co. Training Sch., Martinsville, Va., since 1926.

WASHINGTON

Balkema, Richard R. A. B. '13; Prin. Weatherwax Sr. H. S., Aberdeen, Wash., since 1923.
 Barkhuff, G. P., B. S. '09; Prin. Union H. S., Roosevelt, Wash., since 1927.
 Brooks, Frank, B. A. '23; Prin. H. S., Sumner, Wash., since 1927.
 Brown, Leland P., A. B. '16; Prin. Miller H. S., Olympia, Wash., since 1919.
 Brown, Wesley C., Ph. B. '06; Prin. Sr. H. S., Vancouver, Wash., since 1925.
 DeVilbiss, George L., A. B. '01; Prin. Ballard H. S., Seattle, Wash., since 1921.
 De Young, Henry, B. A. '20; Prin. H. S., Enumclaw, Wash., since 1925.
 Eminger, E. F., B. A. '06; Supt. Sch., Peshastin, Wash., since 1926.
 Frazier, Charles K., West II. S., Seattle, Wash.
 Frisbie, (Mrs.) W. H., B. A. '24; Prin. H. S., Yelm, Wash., since 1926.
 Froula, V. K., A. B. '98; Prin. Roosevelt H. S., Seattle, Wash., since 1922.
 Fry, H. C. G., Libby Jr. H. S., Spokane, Wash.
 Hartz, David M., B. S. '21; A. B. '25; Prin. Union H. S., Burlington, Wash., since 1927.
 Hathaway, (Mrs.) Lillian W., Wapato, Wash.
 Jory, H. B., A. B. '15; Prin. South Jr. H. S., Everett, Wash., since 1926.
 Kester, R. K., A. B. '07; Prin. Sr. H. S., Yakima, Wash., since 1918.
 McNeill, Nellie F., B. A. '09; M. A. '10; Prin. Union H. S., Tenino, Wash., since 1923.
 Meyer, J. D., B. A. '12; M. A. '21; Prin. Hillyard H. S., Spokane, Wash., since 1925.
 Reed, Joseph A., B. S. '06; A. M. '07; Prin. Franklin H. S., Seattle, Washington, since 1907.
 Reeves, De Garis, A. B. '99; A. B. '22; Supt. Sch., Vancouver, Wash., since 1928.
 Roop, M. W., A. B. '23; Supt. Sch., Benton City, Wash., since 1923.
 Self, Nora, Prin. H. S., Camas, Wash.
 Shaw, John A. Jr., A. B. '19; Havermale Jr. H. S., Spokane, Wash., since 1928.
 Sperlin, O. B., A. B. '03, Indiana Univ.; Ph. M. '08, Univ. of Chicago; Univ. of Washington, Seattle, Wash., since 1928.

WEST VIRGINIA

Arnett, Frank E., Elkins, W. Va.
 Ashburn, C. M., Cammack H. S., Hunting-
 ton, W. Va.
 Barnett, Leonard, Washington H. S., Lon-
 don, W. Va.
 Beck, G. A. A. B. '19; Prin. Weir H. S.,
 Weirton, W. Va., since 1920.
 Bonar, Carl F., Wheeling, W. Va.
 Brooks, M. M. A. B. '14; Prin. H. S.,
 Buckhannon, W. Va.
 Browning, E. R., B. C. S. '25; Prin. Jr. H.
 S., Mallory, W. Va., since 1926.
 Buckley, W. E., A. B. '22; A. M. '24; Prin.
 H. S., Fairmont, W. Va., since 1922.
 Callaghan, Glenn S., Fairview, W. Va.
 Carmichael, H. E., Jr. H. S., Beckley, W.
 Va.
 Cavendish, F. C., A. B. '27; Prin. H. S.,
 Montgomery, W. Va., since 1920.
 Church, E. E., A. B. '18; A. M. '26; Prin.
 H. S., Martinsburg, W. Va., since 1923.
 Clayton, R. W., Newburg, W. Va.
 Conway, C. H., A. M. '28; Supt. Sch.,
 Webster Springs, W. Va., since 1927.
 Cooper, Marvin, Cahoun Co. H. S., Grants-
 ville, W. Va.
 Cox, James C., H. S., Marshall Co., Sher-
 ard, W. Va.
 Dickenson, S. Key, Ph. B. '23; Prin. Roose-
 velt-Wilson H. S., Clarksburg, W. Va.,
 since 1927.
 Dolly, V. O., Romney, W. Va.
 Farmer, John D., H. S., Pineville, W. Va.
 Flinn, Virgil S., H. S., Ripley, W. Va.
 Gibbons, Mabel F., Thomas Jefferson Jr. H.
 S., Charleston, W. Va.
 Gibson, A. J., A. B. '16; A. M. '20; Prin.
 H. S., Fairmont, W. Va., since 1923.
 Goode, George W., A. B. '23; A. M. '27;
 Prin. H. S., Dunbar, W. Va.
 Grose, S. C., A. B. '13; A. M. '13; Welch,
 W. Va., since 1927.
 Gwinn, C. N., A. B. '21; Prin. H. S., Hin-
 ton, W. Va., since 1927.
 Hall, Frank, 1222 Fennimore St., Fairmont,
 W. Va.
 Hollandsworth, G. M., H. S., 1019 Rings-
 nolds Ave., Princeton, W. Va.
 Hornor, Thomas R., A. B. '22; Prin. Union
 H. S., Bridgeport, W. Va., since 1926.
 Hunt, G. R., Hundred, W. Va.
 Jackson, C. W., A. B. '04; M. A. '12; Prin.
 Beaver H. S., Bluefield, W. Va., since
 1917.
 Kenney, Charles E., A. B. '20; Prin. H. S.,
 Charleston, W. Va., since 1926.
 Kidd, Arnett L., Wadestown, W. Va.
 Kimble, B. E., A. B. '17; Supt. Sch., Black
 Fork Dist., Parsons, W. Va., since 1928.
 Kuhn, E. G., H. S., Farmington, W. Va.
 Langhitt, R. Emerson, B. S. Ed. '20; A. M.
 '26; Supv. H. S., State Dept. Ed., Capitol
 Bldg., Charleston, W. Va., since 1927.
 Lilly, Paris S., H. S., Oakvale, Princeton,
 W. Va.
 Love, T. J., Richland Dist. H. S., War-
 wood, Wheeling, W. Va.
 Lovell, W. A., War, W. Va.
 Lovenstien, L. K., Winfield, W. Va.
 McCarty, Clyde R., Clay Dist. H. S., Shinn-
 on, W. Va.
 McConkey, Orie, A. B. '03; Prin. Washing-
 ton Irving H. S., Clarksburg, W. Va.,
 since 1896.
 McNeill, G. D., Marlinton, W. Va.
 Moody, N. W., Anawalt, W. Va.

Nine, E. Grant, A. B. '25, Elkins Col.;
 Prin. H. S., Capon Bridge, W. Va., since
 1926.
 Perdue, Dan H., Northfork, W. Va.
 Perego, Clarence G., A. B. '23; Prin. Trap
 Hill Dist. H. S., Eccles, W. Va., since
 1924.
 Priest, J. M., Reeder, W. Va.
 Pullen, D. F., Charleston, W. Va.
 Revelly, W. A., Sand Fork, W. Va.
 Roach, John O., Nitro, W. Va.
 Romesburg, R. P., Y. M. C. A., Charleston,
 W. Va.
 Roper, Thomas Jr., B. S. '21; Prin. Curry
 Dist. H. S., Hurricane, W. Va.
 Saunde, Chris Jr., Wheeling, W. Va.
 Shaw, W. R., Terra Alta, W. Va.
 Shutts, H. S., Masintown, W. Va.
 Smith, Curtis P., A. B. '27; Prin. Union
 Dist. H. S., Cottageville, W. Va., since
 1927.
 Smith, Florence, Dist. H. S., White Sulphur
 Springs, W. Va.
 Snodgrass, B. M., New Martinsville, W. Va.
 Springer, A. G., H. S., Keyser, W. Va.
 Stalnaker, C. M., H. S., Beckley, W. Va.
 Stathers, Allan, B. S., '24, W. Va. Wesleyan
 Col.; Asst. Prin. H. S., Weston, W. Va.,
 since 1928.
 Stuckey, H. J., Moorfield, W. Va.
 Terry, Roy B., Pineville, W. Va.
 Tomlinson, E. M., Grafton, W. Va.
 Toothman, Homer C., A. B. '13; M. A. '26;
 Ginn and Co., 1108 Alexander Place,
 Fairmont, W. Va., since 1923.
 Tullah, Arnold E., A. B. '21; Prin. Carroll
 Dist. H. S., Hamlin, W. Va., since 1926.
 Upton, A. Van Gorder, B. S. '23; Prin.
 Victory H. S., Clarksburg, W. Va., since
 1923.
 Williamson, H. M., Williamson, W. Va.
 Wood, S. R., Middlebourne, W. Va.
 Woolfer, J. A., A. B. '20; Prin. Dist. H. S.,
 Walton, W. Va., since 1926.
 Wright, Glen M., Union Dist. H. S., Mor-
 gantown, W. Va.
 Underwood, C. L., Moundsville, W. Va.

WISCONSIN

Antholz, H. J., Prin. Sch., Spooner, Wis.,
 since 1920.
 Balzer, George J., A. B. '02; A. M. '09;
 Prin. Washington H. S., Milwaukee, Wis.,
 since 1911.
 Bannerman, G. W., Jr. H. S., Wausau, Wis.
 Barnes, Volney G., B. A. '08; Prin. Central
 H. S., Madison, Wis., since 1912.
 Brandsmark, J. R., A. B. '22; Prin. H. S.,
 Cudahy, Wis., since 1928.
 Brooks, George F., B. L. '02; Ph. B. '08;
 M. A. '25; Prin. H. S., Merrill, Wis.,
 since 1924.
 Carew, O. D., B. S., '26; Prin. Sch., Oregon,
 Wis., since 1925.
 Chamberlain, George A., A. B. '91; Prin.
 Riverside H. S., Milwaukee, Wis., since
 1903.
 Cox, James L., M. E.; Prin. Boys' Technical
 H. S., Milwaukee, Wis., since 1910.
 Deneen, E. A., A. B. '15; M. A. '26; Prin.
 Sch., Shullsburg, Wis., since 1921.
 Dumond, Chester A., Prin. Union Free H.
 S., Arkansaw, Wis., since 1928.
 Falk, Phillip I., B. A. '21; Prin. H. S.,
 Stoughton, Wis., since 1924.
 Finner, F. F., B. A. '12; M. A. '28; Prin.
 Sch., New Holstein, Wis., since 1918.

Foster, Herbert H., Ph. B. '00; Ph. D. '07; Prof. of Ed., Beloit Col., Beloit, Wis., since 1923.
 Giese, W. C. B. S. '09; M. A. '17; Prin. Sr. H. S., Racine, Wis., since 1919.
 Gilbert, O. G., Prin. Lincoln H. S., Milwaukee, Wis.
 Granger, Oscar, Shorewood H. S., Milwaukee, Wis.
 Gurholt, R. E., H. S., Clinton, Wis.
 Gustin, F. E., Bangor, Wis.
 Hatfield, C. A., Ph. B. '26; Supt., Cornell, Wis., since 1927.
 Helble, Herbert H., A. B. '21; A. M. '24; Prin. Sr. H. S., Appleton, Wis., since 1925.
 Helms, Harold, Birnamwood, Wis.
 Hershberger, L. D., A. B. '15, Goshen Col.; M. S. '25, Univ. of Wis.; Prin. Little Wolf H. S., Manawa, Wis., since 1926.
 Hildebrandt, E. H., S. B. '22; Prin. Emerson H. S., Stevens Point, Wis., since 1922.
 Ibsen, Ada L., R. 4, Bx. 10B, Racine, Wis.
 Kilburn, H. C., McKinley Jr. H. S., Racine, Wis.
 Kingsford, A. C., B. L. '98; Supt. Sch., Baraboo, Wis.
 Kitowski, J. E., B. A. '26; Supt. & H. S. Prin., Menasha, Wis., since 1925.
 Kjeseth, M. A., B. A. '17; Ph. M. '27; Prin., Winneconne, Wis., since 1924.
 Klaus, Roland A., B. A. '20; M. A. '27; Supt. & Prin. H. S., Mauston, Wis., since 1922.
 Klontz, V. E., Prin. Jr.-Sr. H. S., Janesville, Wis.
 Lamberton, C. D., Prin., Berlin, Wis.
 McIntire, Ira H., B. A. '06; M. A. '20; Supt. Sch., Green Bay, Wis., since 1920.
 McMahon, Margaret C., 605 W. Walnut St., Green Bay, Wis.
 McNeel, J. H., B. A. '00; Prin. H. S., Beloit, Wis., since 1913.
 Miller, D. W., B. S. '21; M. A. '27; Prin. Horlick Sr. H. S., Racine, Wis., since 1927.
 Nilson, William O., B. A. '24; Prin. Union Free H. S., Holmen, Wis., since 1927.
 Nixon, O. F., A. B. '14; A. M. '22; Prin. East H. S., Green Bay, Wis., since 1920.
 O'Connell, Alfred, Cochrane, Wis.
 Olson, Pearl, Amery, Wis.
 Painter, I. C., A. B. '99; Prin. H. S., Wausau, Wis., since 1911.
 Peters, Donald E., West Salem, Wis.
 Qualle, Newell E., Prin. Cadott, Wis.
 Randle, Foster S., A. B. '11; Prin. East Side H. S., Madison, Wis., since 1922.
 Schlosser, F. F., Ph. B. '28; Supt. Sch., Algoma, Wis., since 1925.
 Scott, Geo. D., B. S. '16; Prin. H. S., La Crosse, Wis., since 1926.
 Senty, Walter B., B. S. '16; M. A. '26; Prin. Jr. H. S., Marinette, Wis., since 1927.
 Small, William Ed., Prin. Indian School, Keshena, Wis.
 Stangel, C. G., Prin. Lincoln H. S., Manitowoc, Wis.
 Sutton, Henry F., Ph. B. '20; Prin. Washington Jr. H. S., Green Bay, Wis., since 1919.
 Swancutt, Ivan L., Ph. B. '24; Prin. Sr. H. S., Wauwatosa, Wis., since 1924.
 Sylla, Ben. A., Ph. B. '28, Prin. Campbellsport, Wis., since 1924.

Theisen, H. H., B. A. '15; M. A. '27; Prin. Sr. H. S., Fond du Lac, Wis., since 1925.
 Thomas, J. K., Prin. H. S., Loyal, Wis.
 Tomlinson, C. W., B. A. '16; Prin. H. S., Shawano, Wis., since 1925.
 Tremper, Geo. N., A. B. '01, Univ. of Mich.; A. M. '28, Univ. of Ill.; Prin. Sr. H. S., Kenosha, Wis., since 1911.
 Urban, William, B. A. '04; Prin. H. S., Sheboygan, Wis., since 1909.
 Wade, C. Gilbert, B. S. '96; A. M. '15; Prin. Central H. S., Superior, Wis., since 1913.
 Webster, May E., H. S., Appleton, Wis.
 Weingartner, H. A., B. S. '15; Prin. H. S., North Milwaukee, Wis., since 1924.
 Werner, Fred W., B. S. '01; Prin. North Div. H. S., Milwaukee, Wis., since 1927.
 West, Ralph O., Ph. B. '10; Prin. Jr.-Sr. H. S., West Allis, Wis., since 1920.
 Willing, Mathew H., B. A. '06; M. A. '16; Ph. D. '26; Asso. Prof. of Ed., Univ. of Wis., Madison, Wis., since 1926.
 Worthington, John Edgar, A. B. '13; A. M. '18; Prin. Jr.-Sr. H. S., Waukesha, Wis., since 1918.
 Zinns, Roland W., 38th & Fond du Lac, Milwaukee, Wis.

WYOMING

Chittick, W. A., B. A. '14, N. Dak. Univ.; M. A. '26, Univ. of Wyo.; Prin. Johnson Co. H. S., Buffalo, Wyo., since 1922.
 Hanna, Leo A., B. A. '27; Supt. Sch., Reliance, Wyo., since 1926.
 Harvey, L. G., A. B. '25; Prin. Sr. H. S., Greybull, Wyo., since 1926.
 Moyer, H. H., A. B. '17; Prin. H. S., Rawlins, Wyo., since 1925.
 Pinney, Florence, B. A. '09; Supt., Gebo, Wyo., since 1923.
 Rowe, Glen A., B. A. '26; Supt. Sch., Cowley, Wyo., since 1926.
 Stephenson, W. R., Prin. Jr. H. S., Casper, Wyo.
 Thoeckle, Fred C., B. S., '27; Supt. Sch., Deaver, Wyo., since 1927.
 Watson, Thos. J., B. M. T. '17; A. B. '18; Supt. Sch., Riverton, Wyo., since 1925.
 Whitlow, Cyril M., A. B. '11; A. M. '18; Prin. H. S., Laramie, Wyo., since 1925.
 Winchell, Karl F., A. B. '14, Univ. of Denver; M. A. '26, Col. Tchrs. Col.; Prin. Jr.-Sr. H. S., Rock Springs, Wyo., since 1926.

DIST. OF COLUMBIA

Backus, Bertie, Powell Jr. H. S., Washington, D. C.
 Baker, G. Derwood, Langley Jr. H. S., Washington, D. C.
 Deal, Alice, A. B. '99; Prin. Columbia Jr. H. S., Washington, D. C., since 1919.
 Holmes, Chester W., S. B. '16; Ed. M. '24; Prin. Langley Jr. H. S., Washington, D. C., since 1928.
 Houston, G. David, A. B. '04; A. M. '16; Prin. Armstrong H. S., Washington, D. C., since 1926.
 Jessen, Carl A., A. M. '23; U. S. Bureau of Ed., Washington, D. C., since 1927.

Kirkland, Mineola, Ph. B. '26; Prin. Garnet Patterson Jr. H. S., Washington, D. C., since 1928.
 Randolph, Leonora C., Murray Vocational Sch., Washington, D. C.
 Safford, H. P., B. S. in E. E. '12; M. A. in E. E. '17; Prin. Macfarland Jr. H. S., Washington, D. C., since 1923.
 Smith, Walter L., A. B. '02; Prin. Dunbar H. S., Washington, D. C., since 1921.
 Strawbridge, R. W., Jefferson Jr. H. S., Washington, D. C.
 Warner, Ellsworth, B. A. '13; M. A. '20; Prin. Hine Jr. H. S., Washington, D. C., since 1923.

ALASKA

Raven, Robert S., Prin. H. S., Box V, Juneau, Alaska.

HAWAII

Alvord, Genevieve, 2238 Kalia Rd., Honolulu, Hawaii.
 Cary, Miles E., A. B. '17; Prin. McKinley H. S., Honolulu, Hawaii, since 1924.
 Howard, F. E., B. L. '01; Prin. H. S., Hilo, Hawaii.
 Jones, Fred L., B. S. Ed. '27; Prin. Andrew C. Cox H. S., Waialua, Oahu, Hawaii, since 1928.

PHILIPPINE ISLANDS

Abes, Saturnino A., Prin. H. S., Daet, Camarines Norte, P. I.
 Vega, Melecio A., Leyte, P. I.

PORTO RICO

Délgado, Ruth C., Prin., Yauco, Porto Rico, since 1922.
 Herron, Agnes M., Caguas, Porto Rico.
 Macias, Rafael Burgos, Coamo, Porto Rico.
 Prieto, Claudia, Arecibo, Porto Rico.
 Richardson, Louis, Bayamon, Porto Rico.
 Stein, Robert E., Vieques, Porto Rico.
 Williams, Sara M., Mayaguez, Porto Rico.
 Willsey, Miles W., A. B. '21; Prin. H. S., 5 Allen St., San Juan, Porto Rico, since 1926.

ENGLAND

Davis, J. Linden, Uxbridge Rd., Harrow Weald, England.
 Dunkerley, G. D., Assoc. of Asst. Masters, 29 Gordon Square, London, W. C. I., England.
 Taylor, G. Knox, Friends' School, Great Ayton, York, England.

INDIA

Paranjpe, Kibewada, Budhwan Peth, Poona-City, Bombay, India.

INSTITUTIONS

Library, Univ. of Calif., Berkeley, Calif., Mabel Coulter, Librarian.
 Library, Univ. of Calif., at Los Angeles, Calif.
 Los Angeles City Library, Calif.
 Los Angeles City High School District, 1445 S. San Pedro St., Los Angeles, Calif.
 Teachers' Professional Library Pub. Schs., Oakland, Calif., Elizabeth Madison, Dir. Sch. Libraries.
 San Diego H. S. Library, San Diego, Calif.
 Library, Univ. of So. Calif., Los Angeles, Calif., Charlotte M. Brown, Librarian.
 Stanford Univ. Library, Stanford Univ., Calif.
 Administrative Library Sch. Dist. No. One, Denver, Colo.
 University of Chicago Press, 5750 Ellis Ave., Chicago, Ill.
 Indianapolis Public Library, Indianapolis, Ind., Grace Kerr, Chief Book Order Dept.
 Library, University of Notre Dame, Notre Dame, Ind.
 Ind. State Normal Library, Terre Haute, Ind., Hazel E. Armstrong, Act. Librarian.
 Library, Univ. of Iowa, Iowa City, Iowa.
 Library of the University of Kansas, Lawrence, Kans.
 Public Library, Kansas City, Mo., Purd B. Wright, Librarian.
 Administration Library, The Sch. Com. of the City of Boston, 15 Beacon St., Boston, Mass.
 Library, Univ. of Minn., Minneapolis, Minn.
 St. Louis Public Library, St. Louis, Mo., Sula Wagner, Chief of Order Dept.
 Teachers' Library, Board of Education, 911 Locust St., St. Louis, Mo.
 Library, Univ. of N. C., Chapel Hill, N. C.
 Library, Dartmouth Col., Hanover, N. H., Nathaniel L. Goodrich, Librarian.
 State Board of Education, Patriot Bldg., Concord, N. H.
 James Monroe H. S., Boynton Ave. at 172d St., New York, N. Y., Agnes Cowing, Librarian.
 New York State Library, Albany, N. Y.
 Board of Education, 421 Rockwell Ave., Cleveland, Ohio.
 Board of Public Education, 701 Fulton Bldg., Pittsburgh, Pa.
 Sch. Dist. of Philadelphia, Board of Pub. Ed., Philadelphia, Pa.
 Penbody Col. for Teachers, Library, Nashville, Tenn.
 Simmons University Library, Abilene, Tex., Mrs. W. L. Grogan, Librarian.
 University of Texas, Austin, Tex.
 Library, State of Wash., Olympia, Wash., J. M. Hitt, Librarian.
 City of Winston-Salem, Bx. 998, N. C.
 State Teachers College, Milwaukee, Wis.
 Univ. of Wis., Madison, Wis.
 Board of Education, Twp. H. S., La Salle, Ill.
 Chicago Med. Sch., Rhodes Ave., Chicago.
 Board of Education, Eau Claire, Wis.

